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The Playground

JANUARY, 1924

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VOLUME XVII No. 10

PRICE 25 CENTS

The Playground

Published monthly at Greenwich, Conn.
for the
Playground and Recreation Association of
America
315 Fourth Avenue, New York City

Membership

Any person contributing five dollars or more shall be a member
of the Association for the ensuing year

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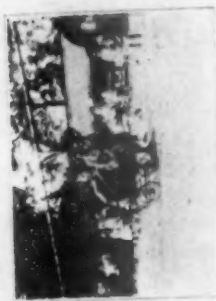
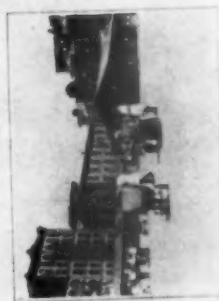
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The PLAYGROUND

Vol. XVII No. 10

JANUARY, 1924

The World at Play

The American Peace Award.—The entire country is interested in the American Peace Award, created by Edward W. Bok, offering \$100,000 for the best practicable plan by which the United States may cooperate with other nations looking toward the prevention of war.

The competition closed on November 15. The jury will make its selection before January first. Immediately after that the winning plan is to be submitted to the widest possible public for consideration and for a vote. On the release date a number of leading papers throughout the country will carry the text of the winning plan, a ballot containing space for the signer's name and address, a statement as to whether or not he or she is a voter and as to whether or not he or she approves of the winning plan in substance. Ballots with the "yes" or "no" votes should be sent directly to the American Peace Award, 342 Madison Avenue, New York City. They will be tabulated by states with all duplicates removed in order that the results may be really an authentic record of popular judgment.

Any number of copies of the plan accompanied by ballot may be secured without charge from the American Peace Award. It is hoped that readers of THE PLAYGROUND will take part in the referendum.

The "Seven Wonders" of Chicago.—Some time ago the Chicago Association of Commerce set Chicago to wondering about itself. Ninety-two citizens representing all walks of life were asked to select from one hundred twenty-five suggested features seven which they considered the outstanding wonders of the city.

In the analysis published by the Chicago Association, parks, playgrounds, bathing beaches and forest reserves were selected, often to head their lists, by fifty-five of the ninety-two citizens. Including eleven mentioning the municipal pier, more than twice as many chose these recreation

features as chose any other one feature. "This shows," says Graham Taylor in his commendation on the results of the questionnaire, "the increasing appreciation of recreation spaces and facilities and the larger use to be made of them."

The seven wonders as listed are: parks and playgrounds, stock yards, Field Museum, University of Chicago, municipal pier, small parks and playgrounds and Lake Michigan.

A "Music-for-All" Week.—Visalia's third Music Week, under the auspices of Community Service of Visalia, California, was celebrated November 18-24. Each day had its program beginning with Sunday, when every church had its special music, sermon and music and a union song service in the afternoon, through Saturday, when the Music Memory Contest open to all under nineteen, and the concert given in the evening by the Junior Music Club ended the celebration.

It was a week full of beautiful music and harmony in which the whole community participated.

Recreation Facilities in East Cleveland, Ohio. The city of East Cleveland since the close of its summer program of activities has enlarged its concrete swimming pool and bathhouse facilities from a pool 85' x 70', slanting to a depth of 7' to dimensions measuring 100' x 90', slanting to a depth of 8-1/2'. The frame bathhouse building has been replaced by a modern commodious brick structure which will accommodate as many as 600 people at one time. The city voted a \$36,000 bond issue for this feature. The pool was constructed immediately adjacent to the new Shaw concrete football and track stadium just completed at a cost of \$7,500.

Modern training quarters for athletic teams were built on one side of the stadium and on the other side were placed the quarters for the bath-

house used in connection with the swimming pool. Intersectional high school and collegiate championship games which have previously been played in Cleveland were played this year in the stadium.

Do You Play Water Baseball?—A. B. Wegener, Chairman of the Water Baseball Committee of the American Swimming Association, is anxious to learn how extensively the game is being played.

Heretofore, Mr. Wegener points out, the game has been handicapped from lack of a satisfactory ball. He offers the following suggestions for the ball and the game:

"Take an old 14 inch indoor baseball cover and with a leather punch place holes in it all over and about an inch apart; fill it loosely with small and medium sized corks, sew up and play. Use a broomstick bat. The game is suitable only for large tanks and outdoor open water."

Mr. Wegener asks that a trial be made of the ball and game and that results be reported to him for use in the Swimming Guide and Rule Book. Mr. Wegener's address is Drew Seminary, Madison, New Jersey.

More Swimming Pools for Indianapolis.—The Park Board of Indianapolis, of which R. Walter Jarvis is Superintendent, is planning to erect six new swimming pools and one natatorium, which, it is hoped, will be ready for use by July 1924. In addition, bonds are being issued for the purchase of two new parks which will be used largely for recreation purposes.

"With the construction of these pools," says the *Indianapolis Star* of October 26, "the swimming facilities of Indianapolis will exceed those of most cities which do not have large natural beaches on lake or river."

Outdoor tennis courts made of Kentucky Rock Asphalt are also among the new facilities planned for the city.

A Wading Pool through Cooperation.—Miller Park, Lancaster, Ohio, has a play area made possible through the cooperation of a number of groups. In this play area is a wading pool of which any park might well be proud. The pool has a cement reinforced bottom and curve with a constant water supply flowing at a maximum depth of about 18 inches in the center and 4 inches around the edge. The Exchange Club donated \$200 toward the pool and three local contractors gave service and material in the con-

struction of the pool. A number of industrial plants are providing the equipment.

Backing up the City.—The Board of Recreation of Bridgeport, Connecticut, calls attention to the splendid work done by the Playground Committee of the Chamber of Commerce, a group of private citizens which is working with the Board of Recreation to promote city-wide recreation. The most outstanding work of the committee has been a study of the city's resources and needs along recreation lines in each of the twelve districts. This study with the resulting recommendations has been most helpful in showing where the effort of the Board should be concentrated.

The Chamber of Commerce has established a playground with a leader without cost to the city and has offered the city eight acres of land to be developed into open-air swimming and wading pools.

In Lewiston, Maine.—More than 180,000 participated in the recreation activities of Lewiston Community Service during the first year of its operation, according to the annual report just issued. The per capita cost of recreation is estimated at 7¢½. About 70% of the total number of participants were children and 50% of all Lewiston's children below the age of 15 years were on the playground during the first year.

Recreation Developments in Florida.—During the past year there have been a number of interesting developments in Florida cities which point to a greatly enlarged program of activities in that state.

A playground and recreation board made possible through the passage of a special act has recently been appointed in Jacksonville. The budget for 1924 will be \$25,000—an increase of \$10,000 over 1923. The city is opening a tourists' playground. A building is under construction which will permit of quiet games and indoor recreation, and the grounds are being laid out to provide for bowling on the green, horseshoe pitching, croquet and other outdoor games. On November 9 the municipal golf course costing in all about \$105,000 was opened. As soon as the work of the new recreation board has been more thoroughly organized, the golf course will come under its supervision.

Miami, a city of about 45,000 people with a steadily growing population, this year took its

first step in the provision of playgrounds. A committee of private citizens raised about \$1,500 during the summer and conducted four playgrounds with a director and an assistant in charge of each. The city spent about \$2,000 on equipment, and in the neighborhood of the playgrounds where last year there had been thirty-five juveniles before the court, there were only two this year.

With funds secured through the passage of a bond issue for \$250,000 Key West has purchased three pieces of property. The first parcel is being developed as a municipal golf course and on the property a community house will be constructed. The second parcel consists of five acres of ground with water front which is to be used as a playground and recreation center. The Rotary Club recently spent a day clearing this property so that it could be used immediately. The third parcel of land consists of three acres which will be used for the recreation of colored citizens. Located on it is a very substantial building which will be used as a community center.

A New Playground Association.—A Playground Association has been organized in Pottsville, Pennsylvania. Six acres of land have been leased from the Lehigh Valley Railroad for a nominal sum and \$3,500 have been paid for improvement. The plan of development calls for the expenditure of \$12,000.

Oxnard's Community Center.—The Community Center of Oxnard, California, made possible through a special bond issue, is housed in a modern structure formerly the home of the Oxnard Union High School. A part of the equipment of the building consists of a dining room seating as many as 200 people and a kitchen which make possible the holding of banquets by various organizations. At the rear of the community center is a large barn 60 x 80 feet, lighted by electricity, which is used by hundreds of barnyard golfers.

At one side of the building a large area 250 x 300 feet in extent is used by the community for such activities as baseball, tennis, horseshoe pitching and other games. A playground for small children is part of the equipment with slides, teeters, swings, a sand bin and a splendid wading pool. Immediately at the rear of the community center is a barbecue pit enclosed with vine-covered lattice.

A large gymnasium 70 x 40 feet occupies a corner of the ground and is used for gymnastics, basketball, boxing and indoor games of all kinds. Just outside the gymnasium a large space has been marked for development which may take the form of a splendid swimming pool.

Baseball is exceedingly popular in the evening hours. A set of bleachers capable of seating 750 people accommodates spectators. Evening activities are made possible through twenty 1000 watt electric lights which radiate a glow over the baseball field, tennis courts and the playground in general.

The Boy Scouts have a special room at the center fitted up for their use. The Camp Fire Girls, Monday Club, the Farm Bureau, the American Legion and other organizations hold their meetings at the building and do their share in providing entertainment for all members of the community. The Mexican Celebration of Independence was held at the center, which has become a real center of community life.

Very near the Community House is a piece of land about three acres in extent which may be developed as a bowling green. A miniature golf course may later be constructed there. Not far away a Rebote court built by the Mexicans in their leisure time and lighted at night has brought out thousands of Latin-Americans to participate in the community program.

From Penitentiary to Playground.—The site of Illinois' first public institution, the original State Penitentiary built in 1833, is now a children's playground. The ten acre prison yard now known as Uncle Remus' Park is providing play space for the hundreds of children of Alton.

Economy in Balls.—A. B. Wegener, Madison, New Jersey, suggests a new economy:

"Have you ever thought of making an outdoor basketball or volley ball out of an old worn indoor ball? It can be done!

"The outdoor balls are outseam balls and indoor ones are inseam ones. The indoor ball seams wear out more quickly than do the leather and are hard to resew but a much used ball is replaced by a new one. Instead of throwing it away, rip a seam large enough to turn the ball (leather cover) inside out. When this is done, the seams can be easily resewed where needed by hand or on a cobbler's machine, the bladder can be inserted and inflated. You will then have a ball suitable for long service on a rough out-

door court and it may be used without injury for soccer, football and other games as well."

Playgrounds and Juvenile Delinquency.—In calling attention in her annual report to the relationship between playgrounds and juvenile delinquency, Miss Esthyr Fitzgerald, Superintendent, Recreation Commission, Utica, New York, says, "During July no children were placed on probation. There were only four in August while the number of cases in September when the playgrounds were only maintained until the 15th of the month reached nine. In October there were thirty-one children placed on probation."

Front Lawn Theatre Groups.—To give no performance in any other place than in individual homes is the policy of Front Lawn Theatres Groups organized by the Arizona Street Players in San Diego. Christmas at Acorn Lodge was the title of the play written by a resident of the neighborhood which was produced at Christmas time by children between three and sixteen years of age.

Tests for Rural Districts.—The George Peabody College for Teachers at Nashville, Tennessee, has issued a series of athletic star tests for boys and girls of grades one to twelve, which is particularly well-adapted to the use of children in small isolated schools. The cost of equipment used does not exceed \$4 and the tests are so simple that they may be used anywhere.

Camp Fire Optimism.—Last year the Camp Fire Girls conducted by the Recreation Commission of Highland Park, Michigan, sent out the following New Year's greeting:

If you really are discouraged
And are feeling mighty blue
Because of many failures
In

Nineteen

Twenty

Two;

Cheer up and square your shoulders
And of gloom just shake them free
Take a brace and try your hardest
In

Nineteen

Twenty

Three!!

A Good Resolution Tree.—A new idea for a New Year's celebration is the christening of a "good resolution" tree. This happened in the industrial section of Lake Charles, La., last January. Children wrote out resolutions and pinned them on the tree. Candy, fruit and nuts were given to all the boys and girls, and the Judge of the City Court gave a talk on "having more cooperation and less operation in 1923." A free radio concert by the Lake Charles Radio Company ended the program.

Another New Game.—"We have had a great deal of fun playing the following game which might be called Circle Pass and Run Relay," writes W. C. Mills, recreational director, Wabash Community Service. Each team is placed on one-half a circle at regular intervals, six or eight feet apart. Each team has a leader (A) who is given a basketball or volley ball. Leaders stand about eight feet apart. At the signal "go" the ball is passed as rapidly as possible around the circle until it reaches B who stands opposite A. When B receives the ball, he runs across the circle for the position occupied by A, the other players moving to the next position as he runs. The game continues until every player has run across the circle. The team wins whose captain first regains his usual position. The player running across the circle is not permitted to start the ball around again until he has crossed the line 10 feet from A.

Harry H. Moore offers the following suggestion in the *Nations's Health*:

"Turn the children out through the back door instead of the front. In every square block there is an open space in the rear of the houses, the combined backyards. This open space must always remain open and where the buildings consist of large apartment houses, the open space is fixed by law. These yards are usually illkept and surrounded by fences. The plan is to knock down the fences, cleaning the entire space, plant a little patch of grass or flowers and turn the unsightly and insanitary yards into a delightful breathing spot. Now in the center a little summer house or pergola with a sand box, on either side a six swing outfit, baby swings, a couple of slides, and a basket ball standard or two, and you have a delightful and protected playground for all of the child inhabitants of that square block and all for the cost of a medium low priced automobile."

Music at the Recreation Congress

The application of music to this conference was indicated by the title of the paper read by Professor Peter W. Dykema, "Music as Recreation." Not only the discussions of this subject, but especially the demonstrations made the delegates see the place of music in recreation as they had never glimpsed it before.

The musical feature of the Congress was undoubtedly the demonstration of instrumental music which closed the final evening. Indeed it was the sensation of the Congress. We owed this to the imagination and ingenuity of Professor Dykema. The two features of the demonstration were:

A. The teaching of 100 persons to play the ukulele within a few minutes' time.

B. Organizing an adult toy symphony of 150 players and directing it in pieces of classical music within a similar period.

This ambitious undertaking was made possible by the cooperation of a big manufacturer of instruments, The C. G. Conn Co., Ltd., which loaned the necessary instruments. A devoted group of volunteer assistants acted as leaders of the various orchestral sections, packed and unpacked the instruments and took charge of the sale of these.

The training of the ukulele players was accomplished as follows: The 100 players were first taught how to tune the instrument. Then charts were displayed showing how to play three fundamental chords as reproduced from the Community Service bulletin entitled "Revised Course in Ukulele Playing." First the entire group was instructed in the three chords and then the group was divided into three parts each of which was to play one of the chords. With these chords the ukulele orchestra then played the accompaniment for *Old Black Joe*, each group playing its chord at Mr. Dykema's signal. Finally the audience sang the song to the orchestra's accompaniment. All this was done in about twenty minutes. The audience were no more amazed and delighted than were the performers themselves at this unexpected chance for self-expression.

Next came the adult toy symphony. The

noise-making instruments had been placed at the edge of the platform and the audience were invited to step forward and choose their own instrument. There was no hesitancy in doing so—in fact the supply of instruments was exhausted. The section representing each instrument was headed by a leader. These leaders had met during the afternoon and had rehearsed the selections with Mr. Dykema. Each instrument was indicated by one of the letters in the alphabet which the players of that instrument identified. First Mr. Dykema had the professional orchestra of five players play *La Cinquantaine* during which he had the volunteer orchestra perform merely by pointing to the various sections as they were to play. Next he displayed a huge chart showing an arrangement of Schubert's *Moment Musical*. Lines indicated each measure in the composition and in those spaces were placed the letters indicating which choirs of the orchestra play at that time. The professional orchestra then started the music and Mr. Dykema directed the playing merely by indicating the proper measure with a pointer. The gradations of volume were indicated on the chart by the color: blue for a moderately loud tone, orange for very soft and red for very loud. Next the orchestra played the *Anvil Chorus* in which the percussion instruments had an especial chance for display. Finally the composition was given, with the audience singing the words under the direction of W. R. Wagborne, accompanied by the orchestra.

Again the delight of the players in their own performance was significant. They insisted upon a repetition of each of the numbers, and the pure joy reflected in their faces was a treat. Years had dropped from their shoulders as a result of their indulging in the primitive pleasure of rhythmical self-expression. As one woman said to Mr. Dykema, "I have all my life wanted to play some instrument and you cannot imagine what a thrill it was to me to play my simple instrument in the orchestra." This thrill was indicated by the intentness upon the faces of these adult performers, showing their determination not to be found wanting when the moment for playing should come.

PLAN EASILY CARRIED OUT

Many of the players availed themselves of the opportunity of buying the instruments which they had played. They had at once grasped the idea that here was a use of music as recreation which could be adopted and which would be a most fruitful influence both socially and musically. For instance, one executive of a music association determined to introduce this feature among the business men's groups in his city to stir up interest in the coming Music Week. An executive of a park commission determined to introduce the feature to the local Rotary group in order that the latter might bring it forth at the International Rotary Convention.

In order to facilitate the carrying out of the plan locally every effort is now being made to place the details of it before the public. Mr. Dykema is preparing to have a somewhat reduced reproduction of the charts published for general use. Community Service will also issue a bulletin giving all the details of this activity. Furthermore Community Service will gladly loan the original large sized charts to local recreation associations upon the payment of a small sum to cover the cost of transportation.

In a similar way the "brass tacks" of learning to play the ukulele had been set before the Congress through the Community Service lessons on that instrument and by the sale of these after the instrument demonstrations.

MUSIC MEETINGS

Before conducting these demonstrations Mr. Dykema had prepared the Congress for his practical treatment of music as recreation by his address on the subject at the General Session devoted to music. He sought to open the eyes of recreation directors who had been more or less deaf to the possibilities of music in their recreation systems. This was done by expressing the philosophy of such use of music and by giving concrete examples of activities that are being and might be more generally carried out. He also gave a brief report of the work of the committee on People's Songs formed at the last Congress, of which he is Chairman.

COMMITTEE ON PEOPLE'S SONGS

The work of the above committee was fully described at one of the section meetings on music. As a result, the meeting appointed a

committee to draw up a resolution concerning the Committee on People's Songs to be prepared at the next general session. That resolution as adopted unanimously was the following:

RESOLUTION

WHEREAS, this Recreation Congress has heard the report of the Committee on People's Songs on its initial year's work and it approves of the steps that have been taken to discover, inspire and foster worthy songs which reflect the life and ideals of the American people,

Be It Resolved, that the Congress heartily endorses the following list of twenty songs selected by the Committee as the best songs of American origin used in community singing:

Old Folks at Home; My Old Kentucky Home; America; Old Black Joe; Dixie; Battle Hymn of the Republic; Carry Me Back to Old Virginny; There's a Long, Long Trail; America, The Beautiful; The Star-Spangled Banner; Home Sweet Home; Good Night, Ladies; Juanita; My Bonnie; Mother Machree; Till We Meet Again; Columbia, the Gem of the Ocean; When Good Fellows Get Together; Smiles; I've Been Working on the Railroad.

And be it further resolved, that it recommend that all social agencies aid not only in the frequent singing of these songs until our people can sing them from memory but also in giving wide publicity to the sketches of the history and significance of these songs.

Be it further resolved, that the Congress request that the Committee on People's Songs take steps toward creating in time a large national repertory by adding worthy, wholesome material, both old and new, to the list already selected for intensive attention and use.

MUSIC WEEK MADE NATIONAL

Part of the above meeting was devoted to a discussion of Music Week led by F. H. Talbot, Executive Secretary of the Denver Music Week Association, who discussed the remarkable success of the Denver Music Week. Kenneth S. Clark told of the New York plan to combine the Music Week with the music competition idea. He also read a letter from C. M. Tremaine, Secretary of the National Music

(Continued on page 545)

Music as Recreation*

BY PETER W. DYKEMA

Professor of Music at the University of Wisconsin, and Special Music Adviser for Community Service, New York City

WIDE RANGE OF MUSIC AS RECREATION

No more striking exemplification of the wide range of the term recreation can be found than is furnished by music. Children dancing joyfully to the strains of a hand-organ; sedate critics listening pleasurably to a symphony concert; the tired workman at the close of day going eagerly with his instrument to a band rehearsal; the earnest piano student practicing five hours a day; the vocalist devoting years to the conquest of his art; the soldier boy shortening the long miles by singing on the march; worshippers in the cathedral forgetting the cares of life by joining in the hymns or listening to the tones of the organ—these and other varied examples show the sweep of music as recreation. The renewing of the spirit may be with music that is sad or gay, soothing or stimulating, with soft sweet tones or with those that are noisy and almost discordant. The person affected may be active or passive. He may himself be producing the music or he may be listening to others. There may be much, little, or no effort on his part. The test is to be found not in the amount of work or effort involved but in the degree of pleasurable change and rest which is developed. In this paper we shall not speak of the many other aspects of music—as inspirer of moods, teacher of patriotism, social welder, unsurpassed mind trainer, and high interpreter of life. We aim merely to focus attention upon some of the well established recreational uses and indicate some of those which are as yet but slightly used.

ARE THERE HIGHER AND LOWER RECREATIONS?

When we consider the many kinds of music which are used for recreation, we are forced to accept one or both of two conclusions, either that people are so different that what is flesh to one is poison to another, or that various kinds of music produce different types or stages of recreational effects. That is to say, either

the high-brow and the low-brow are permanently different, or the one is an advanced development of the other. Why is it that the popular song delights hundreds of thousands and distresses thousands? Why is it that classical music produces transports of joy in the audience at the symphony concert and bores the untrained listener? Why is it, moreover, that occasionally the performer and admirer of this same classical music apparently at times takes delight in jazz? Why does the same music at different times please or disturb us? These contradictions which have led to an endless amount of discussion indicate that there must be a rather complex situation involved. Can we find any solution? Is there a distinction based upon the development of taste, the application of thought and study, the endeavoring to find in music something besides a simple stimulation of the sense of hearing?

WHEN IS SOUND, MUSIC?

Music has frequently been called the universal language. Whatever this may mean in deep emotional messages, in music as recreation, this statement is true only when we accept a very broad definition for music itself. The Shah of Persia, in the story, thought that the symphony which the London Orchestra played was very disagreeable noise but was delighted with the sounds which the musicians played before the symphony began; namely, the vigorous tuning up. During the last few years we have been told by many a critic that jazz is not music at all, and still thousands of people maintain that this is their favorite music. What shall we say to the moanings and groanings of savage tribes which the historian tells us are their native music? What about the crooning of the old woman and the attempts at melody of the baby? Shall we rule out the fife and drum corps, the beating upon the tom-tom, the shaking of the rattle? Are these music? If we measure them merely by that craving which undoubtedly gave rise to music—

* Address delivered at Recreation Congress, Springfield, Illinois, October 10, 1923

namely, the desire for pleasant expressive sounds—we shall find hundreds of thousands of people who will call all these various sounds pleasant. Are they, therefore, music? Or shall we, comparing them with the artist's concert of today, assert that these are but feeble attempts, preliminary stages, toward real music?

WE NEED TO GROW IN MUSIC

Music is a comparatively young art. Practically everything that we have in the remarkable development of modern music has come into being within the last four hundred years. Music was just starting when painting had reached a stage which has probably not since been surpassed. Sculpture and many aspects of architecture were full grown more than a thousand years before music emerged from its infancy, or, at least, adolescence.

As might well be expected, with the rapid and recent development of a highly individual art which requires unusual skill, the world, as a whole, has not kept pace with the more refined phases of music. Even when, as in our own country, the people are aware of these great changes in music, when they read about them, when they make them subjects of conversation, when they hear them in the concert hall, or in the home on the phonograph, this acquaintance is little more than a veneer covering their primitive musical tastes. It is not yet an integral part of their inner self. Four centuries are but a short period in comparison with the anthropological ages which have formed our solid and tough native barbaric musical background. Is it strange that we should occasionally revert to our savage musical tastes? How else can we charitably explain the pleasure that apparently normal people take in some of the rhythmic cacophonies of the modern jazz dance orchestra? In this respect the treatment of the reaction to music must be similar to that in other branches of recreation. In our polite parlor games, the trained leader is never surprised when he sees men and women in evening dress revert to the tactics of the cave man. The problem is how to use and develop this vigorous native power.

This is not said in any cynical spirit and certainly there is no element of discouragement in it. It is simply a plea for the recognition of real human conditions and the treatment of our people according to what they are rather than

what they seem to be or what we should like them to be.

MUSIC AND OTHER RECREATIONS

If a comparison might be ventured with this allied field, we might say that in music as in games we must be willing to utilize and to guide these savage but virile instincts and tastes, because upon them, and them only, can be built an enduring appreciation of those higher developments which our leaders have evolved as desirable for us today. Golf, tennis, aesthetic dancing, chess, the reading of good books, joy in painting, sculpture, architecture, delight in fine music—these are acquired and not native tastes. But let it not be forgotten that all of these higher developments are reached through stages of simpler and rougher, more nearly primitive, activities. The task of the leader in every field is certainly to meet people where they are, but it is just as certainly a part of his task to guide them upward toward that goal which his greater wisdom, training, and experience have shown they must strive for if they would reach the type of citizenship which our country needs. Sincere, joyous, but constantly upward moving participation—is this not a phase which should characterize the activities of all social workers?

NOT HOW MUCH BUT HOW EFFECTIVE

Lest there be any misunderstanding by the many ardent workers for the best kind of music, let me say that I am by no means unaware of the remarkable achievements in music which have taken place in America in recent years. We have in many respects set an example to the world for musical activity and progress. Insofar as these efforts represent sincere appreciation of music, they not only have my sympathy but they represent the animating purpose of such endeavors and contributions as I may make in the field of music. But while I recognize that we are doing glorious things with advanced forms of music, while I rejoice at the wonderful foundations for a musical nation which are being laid in our public schools, I cannot overlook or neglect two important considerations: first, that much of our most remarkable music is carried on for reasons other than the love of the art, and secondly, there is an enormous majority of our population that is being touched slightly, if at all, by these striking musical

developments toward which we point with pride. I therefore speak as I do with no purpose of decrying or underestimating the finest manifestations of the best music but rather of pleading that at all times these and other manifestations be constantly subjected to the test of sincerity, and that, moreover, they be not allowed to blind us to the impoverished musical life of the great majority of our people to whom music is still a comparative stranger. More and better music, more deeply moving, more of our people—that must be the aim of every socially-minded musician.

UNIVERSAL PARTICIPATION IN MUSIC

What application has all of this to the immediate question of music and recreation? No more important conclusion may be drawn than the need of universal participation in the making of music. Every man and woman should sing and every man and woman should play some instrument. The community singing movement which lagged in the post-war days because of its over-stimulation during war time—just as a hot house flower when transplanted into the open has a hard time to survive the chilly days and lack of regular moisture which nature prescribes in order to insure hardy life—has again resumed that normal, healthy but slow growth which was well started before the war began. In scores of cities during the past year social workers who with much hesitation and serious doubts sought to reestablish community singing have been delighted to see what an eager and continuous response the people have given. The tremendous vogue of *Yes, We Have No Bananas* has again demonstrated that America wants to sing something, and the interest in the activities of the Committee on People's Songs which was formed at this Congress a year ago, has likewise demonstrated that the people, while in no whit abandoning their right to sing the song of the moment and then cast it aside, find a different and more abiding delight in the songs that last. You will be interested to hear the list of the twenty songs which, on the basis of numerous questionnaires sent to the leaders of community singing throughout the country, have been selected as the first group upon which attention will be centered for the coming year. This committee has prepared a series of human interest sketches of the history of these songs

which will be syndicated to local newspapers by a news-feature association. If you believe that it will help raise the tone of the people of your community to have these songs become their constant companions and to be woven into their every-day lives, you can help by requesting the editor of your best paper to run this series of twenty articles and then giving frequent opportunities for singing the songs. Here is the list. How many of them can you sing when the text is before you, and how many—a woefully small number, I fear—can you sing from memory? *Old Folks at Home; My Old Kentucky Home; America; Old Black Joe; Dixie; Battle Hymn of the Republic; Carry Me Back to Old Virginny; There's a Long, Long Trail; America, the Beautiful; Star-Spangled Banner; Home, Sweet Home; Good-night Ladies; Juanita; My Bonnie; Mother Machree; Till We Meet Again; Columbia, The Gem of the Ocean; When Good Fellows Get Together; Smiles, and I've Been Working on the Railroad*

UNIVERSAL PLAYING UPON INSTRUMENTS

Leaving the comparatively simple problem of developing conditions so that everybody may have the opportunity of singing, let us turn to the slightly cultivated field of universal participation in playing upon some instrument. There are certain values in instrumental music which are not found in singing. First of all, there is a greater absence of self-consciousness. In community singing we still have to break down the reluctance of some people to hear their own voices, but practically no one would think of himself if he were one of three hundred who were playing the same instruments. Again, there is in certain forms of instrumental music no requirement for one phase which is troublesome for many amateur singers—namely, that they themselves produce the proper tone. While some instruments, especially of the stringed type, and most of the wind instruments require that the player shall himself be able to conceive and produce the correct tone in a melody, there are others such as the piano and the organ and practically all of the host of instruments of percussion which merely require that the player shall press a key or hit the instrument in a certain way in order to have the right tone sound. A third advantage of instrumental music is found in the greater sweep and impersonality of

interpretation. A song with its one text necessarily has the meaning which is limited to the ideas expressed. An instrumental composition by its very lack of specific meaning allows the imagination of performer and listener to read into it as many interpretations as there are minds and moods involved. Moreover, this lack of definiteness allows the player to put expression into his music which may have a very deep and private significance to him, while to the listener it seems only a generalized emotional expression or one which is a private conception of the listener. A youth in love might be shy of singing the praises of his dear one in a song whose text to any adequate degree expressed his conception of her, but he could with safety and privacy and with the possibility of obtaining applause for his musical ability pour out in a trombone solo his deepest and most fervent heart thrills.

CAN YOU PLAY AN INSTRUMENT?

It is in connection with instrumental music that we may find a very practical application of the somewhat academic distinction made earlier in this paper concerning the primitive and later musical activities. In these days of virtuosi we have a tendency to measure all instrumental facility in terms of Kreisler or Paderewski or Casals or Salvi or Barrerre. Or if this repeating the great names be not a fair statement of our standards, is it not true that we at least think that no instrumental playing is really respectable or worth discussion unless it be upon one of the instruments requiring a highly developed technique? If I were to ask how many of you play an instrument, I doubt whether many of you would rise up proudly and say, "I play the bass drum, or the tambourine, or the gong, or the jew's harp, or the ukulele, or the mandolin, or the banjo, or even the guitar." And still I dare assert that there are a large number of you here who would get keen delight from many of these instruments. Was Shakespeare merely trying to ridicule Bottom when he had this bully weaver state "I have a reasonable good ear in music. Let's have the tongs and the bones," or was he faithfully depicting the honest musical enjoyment of thousands of common folk? These instruments have long furnished a large share of the delight which thousands of Americans have found in the music of the minstrel show circle.

If we were all brave enough to speak our real sentiments, I believe that we should find many persons who would acknowledge greater delight in a mouth organ or a ukulele, playing a simple folk tune, than in a piano or violin playing a sonata or a concerto. I, for one, believe that if many people would allow themselves the enjoyment of some of these simple instruments they would get an honest pleasure from music which is now too frequently lacking and that they would be laying the foundation for an intelligent appreciation later on—either in themselves or their grandchildren—of the symphonic music of today and those productions of the ultra-modern composers which are now called the vagaries of the future.

WHICH? A LITTLE? OR NOTHING?

But whether or not that is the course which must be pursued in listening to music, it is certain that there are thousands now living who will never have the pleasure of playing on an instrument unless they are content to acknowledge that their instrumental performing ability is at present no higher than that of the adult savages or civilized children and thus are willing to accept playing this type of instrument as an adequate expression of their present playing ability. Whether or not this will give them the pleasure and hence the recreation which savage people find in it, is a question that is open to discussion. There is, of course, the wide discrepancy between the musical taste as developed through hearing and the musical ability as developed through practice in playing. To most self-conscious people their playing would be so immature as to be merely funny. But this need not necessarily be so. There are possible fine musical effects with simple instruments played by novices. Tomorrow night at the play hour which is to be devoted to recreation through music we shall give all of you who are interested a chance to try out the theory. At that time we plan to have a grand orchestra of three hundred players made up of persons who do not play upon any instrument and who, preferably, have never attempted to play on an instrument. It is our hope that we shall give these three hundred performers, to say nothing of the listeners, a thrill, musical or otherwise, such as they have never had before. It will be recreation with at least some music involved.

A SUBSTITUTE FOR CIGARETTES

Passing beyond the instruments of percussion—for it is largely this type which we shall use in our symphony of tomorrow night—I wish to say a few words concerning some other lowly instruments. Just before I left Madison, there came to me from the national office of Community Service, a bulletin on harmonica tournaments. Besides giving simple directions for self-teaching, it told of developments in Philadelphia and New York City and smaller places in which thousands of boys have been interested in a mouth organ contest, the winner of which became almost a national figure because he was sent out at a princely salary on one of the vaudeville circuits. This inspiring of boys to play an instrument is as it should be. May we soon come to the time when every urchin will feel that a mouth organ is as much a part of his life equipment as a base-ball; so that eventually men travelling will repair to the lounging room, not to smoke cigarettes but to breath in and out sweet tunes from the harmonica.

PLAYING FOR SINGING

We cannot consider in detail many other instruments, but we must mention the ukulele as typical of simple accompaniment instruments. No particular claims for music as emanating from this instrument can be made, if by music we always include the pleasant tonal possibilities of most modern instruments, the saxophone excepted, of course. But when we think of the pleasure which this instrument can give to the performer and when we think of the groups of people who are stimulated to singing by its rhythmic twang and the consequent pleasure that comes to them, who can fail to see a large and still woefully undeveloped field of recreation through the ukelele? If I may advertise a little more the play hour of tomorrow night, let me say that at that time we hope to place a hundred ukeleles in the hands of that many players who have never before held one, and that in the course of ten minutes we hope to have this group play an accompaniment to some one of the fine Stephen C. Foster songs which are included in the list of the Committee on People's Songs and to have you all sing to the accompaniment of these hundred ukelele players. Moreover, if these players give a good account of themselves, we may as the climax to one of the grand orchestra num-

bers add this hundred, making the overwhelming ensemble of four hundred players!

RECREATION ON A HIGH PLANE

Now, lest you feel that what I have said is too largely in a jocose vein and that I am not thinking very seriously on the question of music, or that at least I am not thinking of very serious developments of music, let me proceed to another phase. But I do not in the least retract what I have already stated. I do not recede an inch from the position that we need a vast amount of participation, yes, universal participation, in playing upon instruments even if they be of the very simplest kind. But there is a place in the field of recreation for higher, in fact, the very best types, of music. Glee clubs, choral societies, operas, vocal ensembles of all types have high recreative value, and they need to be much more seriously considered than they have been up to the present time. The chorus as a fine example of teamwork, of courtesy, of subordination of the part to the whole; the chorus as a means of having part in the revivifying by the singers of sublime moods which too seldom would otherwise be a part of their lives; the chorus as a means of a complete change from the cares of the work-a-day world through a high exaltation of spirit in great masterpieces—this is a type of recreation which for nobility of expression and wideness of possible participation can scarcely be paralleled in any other branch of recreation.

MUSIC WORKERS FOR PLAYGROUND CENTERS

Moreover, I wish to make a plea with the directors of municipal playgrounds that they give a larger place to instrumental music in their programs. Who that has watched the effect of a band or orchestra will doubt the high recreative and citizen-building character of these organizations? During the past summer I had the opportunity of visiting the playgrounds in a number of cities of the United States. My survey convinced me that a most valuable feature of the municipal playground system would be the addition of music workers, men and women who would develop and carry on music work which would parallel the splendid things that are being done in athletics and games. With the closing of the schools in the spring there are released not only those

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Drama in Country Communities*

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A little over three hundred years ago a group of people landed on the rockbound eastern coast of a country called America. They were a liberty-loving, a God-fearing people who wanted equality of opportunity and fraternity of human relationships. Through privation they learned to appreciate what we today call America the Beautiful. They first expressed this appreciation in having a Thanksgiving. With Elder Brewster, and Priscilla and John Alden, and Miles Standish, and with the picturesque Indians on the hillside as a background, we have a picture and a piece of drama that the world will long remember. It was drama because these folks—just ordinary folks—commemorated the ingathering of the food, and they were thankful to their Creator that they had food to eat and a place in which to live. To me it is one of the most significant pieces of drama in our American literature. It also has another important phase in that it was a neighborhood gathering, a community gathering. Out of this first Thanksgiving grew the old New England town meeting, the birthplace of American democracy. It was not long before other families settled in another section of America and formed another community, and then others. In other words there was territorial division of land, each with its own common interest, and they called it a community. Today in America, according to the best authorities, there are between ten and twelve thousand rural communities or small towns having a population of less than twenty-five hundred inhabitants. It is in these small towns, in these neighborhoods, that the spirit, or the heart, of America beats.

Several weeks ago the *Literary Digest* had an interesting article upon the twenty-five hundred mile journey of Warren G. Harding. It took the form of a conversation with a doughboy who stood by the casket in the coach. The doughboy said that while the sentiment of America was expressed as the train moved

through the large centers of population, yet the greatest thing to him was to see that great outpouring of country folks from the small towns as the train passed through, and how even in Wyoming men and women and children came for hundreds of miles just to see the train pass by and to pay their respects to their dead President. Some of us have spent twenty years on this problem of the country town, and the longer we stay in it the more enthusiastic we become about it, because we know that America must not only keep that old-fashioned neighborhood spirit, but she must develop it in the years to come if she is to be the outstanding country of the world.

UNDERSTANDING MAIN STREET

There are some twelve thousand country towns in America. Of these 282 are up in North Dakota. I cannot say how many there are in Illinois, or Georgia, or Colorado or the other states of the Union, but I know from visiting every one of the 53 counties in North Dakota where are these 282 towns of less than 2500 inhabitants, that the problems of those towns in that state are the same as the problems in this state of Illinois, or of any other state in the Union. Why, for instance, did the girl in the story, *Main Street*, fail in the small town? Because she did not understand the town, just as the physician would fail if he undertook to cure his patient without first making a diagnosis. Naturally every one of us who are interested in these small towns and neighborhoods must understand our particular town, otherwise we cannot work effectively with the population and with the people of the outlying districts of these particular towns.

Several years ago it was my good fortune to take some ten people in the forty towns and 22 counties and present a play. My reason was to find out whether people really loved the drama in the country, and what were the characteristics of these towns. I sent one young man to the livery stable to ask about the roads,

* Address delivered at Recreation Congress, Springfield, Illinois October 9, 1923.

for I knew that people had to have good roads if they came long miles to an entertainment. Another young man went into the basement of every church, schoolhouse, and village hall, to measure the halls, in order to find out whether there were adequate places in which to present that particular program. One young lady was sent to the music teachers and the playground people, or other people interested in play, to learn whether they ever did present festivals. Another young man found out how many clubs and organizations there were in the town or the surrounding country. In other words, we were trying to learn something about the particular communities in order to work effectively with them through the medium of the little country theater. Another worker found out about the nationalities in the state, for in order to understand the country town we must know something about its physical makeup to be sure, but we must also understand something about the people there. Do they come from New England or from the British Isles, from the Scandinavian countries or from Germany, France, Spain, Italy? Do they sense the beauty of this great country of America? Do they have social instincts? Do they have gatherings? Do they present home talent plays? Do they care about drama? One must diagnose the case of the community in which he would work.

SELF-EXPRESSION THROUGH THE DRAMA

I believe that every man and every woman and every child has some dramatic instinct. What, for instance, are the characteristic activities of an average community? One is athletics, outdoor or indoor—the physical expression of the body. Second, exhibits—what people do with their hands—whether a woman with her needle makes something which she wants to show to her neighbors, or a man with his tools and a piece of wood has made something of which he is proud enough to show it to somebody. Third, music, vocal and instrumental. Fourth, the spoken word—addresses, debates, drama. Fifth, social functions—receptions, banquets, parties of various sorts where people come together and talk to one another.

These are the five characteristics we find in the country community. Every bit of work I have ever done I have organized under these divisions—what the community is, diagnosis

and understanding of what the characteristic activities of the community are. Whether in city or in rural America you will have little trouble in getting folks interested in expressing themselves, for when people express themselves they learn those higher and finer instincts within them. Athletics, exhibits, music, the spoken word, and social functions—yes, these are the five characteristic activities. You and I, for instance, may be interested in all five of these, and some of us may be interested particularly in the drama. We have read about the feast of the Tabernacle, which was a piece of drama; or about the Cerealia of Rome, where young girls surrounded the chariot of Ceres and played around the chariot. The festival of Demetria was a piece of drama. In Chambers' *Book of Days* we find the story of Plow Monday in old England, when they dressed up the plow and people came together for holiday. When people get into drama, heart and soul, they begin to see that it is not simply a plaything, but that it is as deep a subject as any philosophy ever written. Take the books in the anthology of J. G. Frazer's *Golden Bough*, and see the stories and pieces of drama about how people of prehistoric times had ceremonies dealing with the rain, and the sun, the moon and the stars. Two years ago I was at the Library of Congress looking for Pickhart's *Ancient Ceremonies and Customs*, and last fall I received them from London—ten volumes—and in them I have found some of the most wonderful descriptions of processions and pageants, the dramatic expressions of peoples in the fourteenth, fifteenth, sixteenth and seventeenth centuries. These books all show drama has a tremendous background.

You people from New York City know as well as I about that theater in Long Island where a group of men and women are delving into the subject of light. They believe, and I believe, that some day you and I will go to a theater and instead of being entertained with the spoken word or with motion pictures, we will sit there and be entertained with light.

PRODUCING UNCLE TOM'S CABIN

Last February eighteen people who today are out as county agents in the Northwest, were in a class of play production in the Little Country Theater. We talked over plays of all lengths and of all kinds in order to get

something to stimulate the imagination, that would get people to think in a creative way. We finally selected *Uncle Tom's Cabin*, although the group was divided. Some said it should be a tent show; others said it was possible to use the imagination there. I said, "We have no scenery—how would these green drapes do?" Drapes are always good in country dramatics where there is no scenery. Then came up the question of the ice—how were we to get Eliza across on the ice? This is how it was done, and it was so effective that all the people were set to wondering how it was done. We got two green benches and laid ordinary bed springs across them, then put pieces of ice on them and played the light on them, giving a cloudy, moving effect. It was extremely effective. That was the talk of the whole city of Fargo, how it was accomplished. They used their imagination. There wasn't a scene left out of that play, and we had no cheap barnstorming, either. That ice scene with Eliza crossing over was one of the most wonderful effects I have ever seen on the stage. We see and we learn something new in the drama every day by using our imagination.

Now, you will say, what about Eva up in the clouds? Well, we got a step ladder. Anyone who knows anything about the drama knows the possibilities of dramatic expression in a step ladder. We had Eva on a stepladder up in the midst of the green draperies, with the light thrown on her, again with the cloudy effect. And how about Uncle Tom and Eva's father? They were on the floor of the stage. How to make them seen without the light was a puzzle, but we finally worked out the simple plan of having a candle on the floor by each figure in such a way as to outline them as they knelt and looked up at Eva.

SEEING ART AND LIFE THROUGH THE PAGEANT

I believe in taking great stories, stories that are tremendous although they may not be the highest form of drama, like the *Bonnie Briar Bush*, the *Little Minister*, and others like them. In these country communities people do like the drama as well as in the cities. We make too much distinction between the country and the city, I believe. Folks are folks wherever found, and all of us in America and especially in Illinois and Wisconsin and other great agricultural commonwealths in the Northwest to-

day understand the importance of a happy, contented country citizenry. And that is why men of affairs are turning their energies toward this problem of outdoors where so many millions of Americans live.

Supposing in the State of Illinois every county would present a history of that particular county through the medium of the drama, and that form of drama called the pageant. It would take five or ten years to do it, but would not the people of Illinois see history, see art, see themselves? And wouldn't it arouse a keener sense of appreciation of this great commonwealth? Not only that, but the historical pageant gets men and women thinking historically correctly. For instance, they wanted to have a pageant in Ransom County in my own state. I told them they would need a thousand to fifteen hundred people in it. They said they thought they could get from six to seven hundred, but they finally did have twelve to fifteen hundred people in it and a band of fifty to seventy-five pieces. It was wonderful. People had an idea that a battle had been fought at Fort Ransom at one time, so they started to get the facts, but they could not find the data. Now it is firmly established that there never was a battle fought there. There was one old soldier in the pageant, ninety-seven years old, and he now swears that no battle was ever fought there. And all the people in the neighborhood now believe it.

RURAL ARTISTS

In organizing a whole county you have to have the pioneer, the first settler, and so go on down to the present time. One night out at Fort Ransom we were talking about the old sod houses, or shanties, and I decided we could build a reproduction of the first sod shanty and carry it up to the place of the pageant, also the first log cabin. And we did. It was a beautiful job, artistically done. There is a lot of art out in the country, if you only find ways of bringing it out. After that meeting, four weeks before the pageant, a man came up to me and said, "You are to stay with me tonight. My boy John was with you at one time." So his boys brought the car around, and when we got half way up the hill we ran out of gas, so he said "You and I will get out here and stand, while the boys go back after the gas." It was a very interesting spot.

Instead of standing we walked over to the cemetery where there were a whole lot of Indians buried, and they claimed some of the white soldiers were buried there too. My host said, "My friend Carl, over here, is making a pipe organ by hand." I said at once, "We will go over and see Carl, who is doing that thing." So next morning he took me over there, and in the kitchen we found a gracious old lady with a beautiful smile—seventy-five years of age, and with the calloused hand of the pioneer. She would have been a wonderful character for a play. She took us into the other room to see the pipe organ. Later Carl came in from the field in his farm clothes, overalls and old hat, and I said to him, "Did you make these pipes?" He said, "Yes, I made them by hand." "Did you make these keys?" "Yes, I carved them by hand." "And the stops?" "Yes." "These little funnels?" "Yes." He had an honest face, still it was hard for me to believe. I asked him to play, and he sat down and played. He played good music. There we were, twenty miles from a railroad, and here was a man nobody knew about, spending his winters thus. He had been an observing man. His pipe organ is not finished yet. The ceiling is too low and he will have to wait till he can build an addition to the house before he can complete the organ! If you and I could visit the ten to twelve thousand communities in America and just see, and not only see, but inspire and encourage people in art, in dramatic expression, what a tremendous civilization we would have. Drama is a medium through which America will eventually express its highest and its finest ideals.

Take the *Bonnie Briar Bush*. You remember the story, how old Lachlan Campbell becomes angry with his daughter because she has fallen in love with somebody he doesn't like, and how in the play he has to drag her across the stage and push her out, and shut the door. We had a young lad from Illinois in the part. He rehearsed it over and over, and finally when he had fastened the door latch he walked over to the shelf, took down the candle, looked out of the window and saw his daughter going away. This is the thing that struck me. This young man sat down at the table, took the daughter's sun-bonnet and put it up to his own eyes and leaned over and cried like a baby; then the strings dropped down over the end of the table. He worked on that for hours at a time, and when the play was given there was not a dry eye in the audi-

ence. There was a great piece of playing done by a country lad.

DIRT FARMERS AND ART

One more instance. A year ago somebody wanted to know in another section of the country if we actually had a cast entirely made up of dirt farmers. In Bergen County, there is a farmers' club. They have money saved now to build a community hall out there on the prairie. They wanted to put on a play, and chose a rural play. To make certain that everyone really lived on a farm I took a photographer and went up there the week before they presented the play. There were ten in the cast, and the number of acres of land they represented was nearly six thousand. Six of the ten had parents who had been born in foreign countries. All of them were enthusiastic about plays. They presented their play in a barn which has the best acoustics of any theater that I know in America. The owner is proud of the fact that that barn is used for drama. The makeup was done in stalls. Seven hundred people were packed up to the rafters—and the ventilation was splendid! There was the big door, of course, and there were windows at the sides. They had an excellent orchestra, and they used the green drapes. In North Dakota they never start a play until nine o'clock, and it was eleven-fifteen when it finished.

ART APPRECIATION

It is well to watch the crowd, and go out amongst the crowd, and there you will find the real dramatic criticism. The crowd came out of that barn, and among them were the county sheriff and the deputies. There were over a thousand cars parked, but the people did not go right home. They had a big light on a telephone post, and the crowd stayed around to discuss the play and have some refreshments. I mingled with them and found that the people, some of them, read great literature. One man started to talk about Ibsen to me—a man you would least expect it of. One asked me if I had ever seen any of Shakespeare's plays given. This kind of thing gets people out of themselves. The drama is a mirror in which our actions are reflected. We cannot teach it in schools. We have to understand people, to watch them every day. In Minnesota there is a man who is a great genius at makeup—he was once with

Sarah Bernhardt—and he told me he always goes where people are and watches their faces. That is what we have to do in drama. We cannot tell people how to do it, but we must be with people and inspire them and do it with them. We can all bend our efforts to teach people how to appreciate drama, although we may not be able to write great plays.

I want to invite all of you folks to be in Fargo on the tenth, eleventh and twelfth of February, when our Little Country Theater will be ten years old. We are going to present plans then, have speakers, and discuss country drama.

Community Drama*

A variety of technical problems absorbed the attention of those attending the two section meetings on Community Drama. How to arrange draperies and cycloramas for the use of community player groups; the use of drama in the church and methods of production; the value of music as an adjunct to the community theater; the technique of pageantry production; costuming and stage grouping; construction and painting of stage scenery; lighting; home made equipment; bibliographies; royalties, and good one- and three-act plays were some of the subjects discussed.

Lorado Taft spoke of the beauty of architectural units for stage settings and Harold Ehrensperger, Secretary of the Drama League of America, told of the work of the League and the assistance it is prepared to give community player groups.

Much of the discussion at the second section meeting centered around the importance of leadership in a Community Drama movement, the discovery and development of local talent and the value of the drama institute as a training medium. The importance of developing an audience for Community Drama was also stressed and an appreciation of art which will find expression in high ideals of Community Drama.

The production and direction of community plays and festivals; work-shop methods for community theaters, construction of properties and stage equipment, organization for Community Drama, publicity and programs and similar practical considerations were further discussed at this meeting.

*Discussion at section meetings, Recreation Congress, Springfield, October 9, 1923

What Does a Community Drama Organizer Do?

"Just a few things"—quickly comes the answer from one who knows—namely, a community drama organizer himself! And he quotes a recent experience covering a two-weeks period of work in a Pennsylvania city.

Here are some of the organizer's activities:

Eight evenings of lecture periods and demonstrations covering pageantry, junior drama, high school drama, church drama, organization for community drama, shop work, methods and demonstrations in stage lighting, scenery, make-up and other play production problems

Special sessions for Masons

Address on Community Drama before the Rotary Club

Assistance in organization of Drama Club at the High School

Work with Manual Training Department at the High School which constructed a new stage and 12 complete reostats or dimmers for new lights

Work with High School Domestic Science Department which made a front curtain, grand drapery and teaser, as well as border cyclorama for the new stage

Work with Home Making Department at the High School which took some old discarded material and dyed it for a front curtain

Preparation of daily articles for the papers

Supervision of construction of new proscenium arch and fore stage of High School, and of installation of new electrical equipment

Conference with School Board at special meeting at which permission was received to spend not more than a thousand dollars in improvement of High School auditorium, money to be provided from the receipts of Drama Institute, proceeds of play and contributions from Women's Club, Senior Class at High School, High School Drama Club and proceeds from lecture course

Designing and supervision of making of costumes

Casting, rehearsing and producing three one-act plays for public presentation at completion of Institute.

A special organizer of community drama has little difficulty in finding things to do!

Social Recreation*

Social recreation is an exceedingly important part of the community-wide recreation program. It is successful only when the program has been carefully planned and trained leadership provided. It is important to have a certain amount of equipment such as picnic kits and game supplies which can be loaned to community groups; the primary factor, however, is leadership.

This was the thought—stressed at the section meeting where were discussed phases of the social recreation program. C. E. Brewer, Recreation Commissioner in Detroit, talked on social dancing and discussed methods through which attendance might be secured and regulated. He spoke of the plan of having registration or membership cards, of club organization and the issuing to workers in industrial plants tickets signed by a leader in the plant. He also spoke of the advisability of having a neighborhood committee which would vouch for the people attending the dance.

On the supervisory side Mr. Brewer suggested the plan followed in Detroit of using a paid supervisor from the Recreation Department or a floor manager selected by the neighborhood committee in charge of the dance.

The places for holding dances may be the school gymnasium or kindergarten, the community center or halls which measure up to the requirements of good ventilation, comfort and adequate checking facilities.

Music is a very important factor of the dance. It may be a volunteer orchestra, or the cost of engaging an orchestra may be defrayed by the neighborhood committee or by membership dues.

SOCIAL PARTIES AND ENTERTAINMENTS

Miss Nina Lamkin of the Recreation Commission, Highland Park, Michigan, pointed out that parties and entertainments are the stepping stones to more far-reaching activities. Charades, pantomimes and simple dramatics may be the opening wedge to pageants and community-wide celebrations.

ORGANIZATION

In organizing social recreation it is important to have a social committee to provide leaders, equipment and hostesses and to out-

line the program. Further, it is important to train leaders. This may be done through institutes in games, dramatics and music.

EQUIPMENT

In determining the necessary equipment it is important to consider the hall or place where the entertainment is to be held, the music and the game equipment needed.

GROUP FOR GAMES

In organizing games it is desirable to use devices for getting people into small groups and giving each group an assignment on the program. Social recreation develops individual and small group expression which may later be used for larger community affairs.

GAME EVENINGS

In a Game Evening social, dramatic and musical types of entertainment are planned to make up a well-rounded program.

BLOCK PARTIES

One phase of the social recreation program are the block parties often given under the auspices of neighborhood committees or recreation departments. In planning such parties the cooperation of the Police Department is essential. The streets selected for the parties are closed to traffic, covered with sawdust and lighted from the halls of the neighbors, by the lights of automobiles or through the cooperation of the Public Service. Music is furnished by band or orchestra. Block parties may have a program of dancing, singing, games and marches for adults with ring games for children. They may also provide for the playing of horseshoes, volley ball and similar games on the side-lines. Roller skating furnishes still another form of block parties. There may be special evenings for adults and special hours for children.



*Discussion at Recreation Congress, Springfield, Illinois, October 10, 1923

Social Dancing in the West Park Recreation Centers of Chicago, Illinois

By T. J. SMERGALSKI

Superintendent of Recreation

The frequency of the inquiries regarding the conduct of dances in community centers indicates what a knotty problem this is. The wide-spread interest in the discussions of dances at the Atlantic City Congress and in the printed reports of these discussions suggest that many workers wish light from the experience of others. Of course in many communities the sentiment of the community forbids dancing and the recreation system is entirely relieved of responsibility. But in other communities, especially the large cities, the problem salutes the worker every week of the year. Comments upon Mr. Smergalski's article or suggestions from others' experiences are invited.—Editor.

"Do you conduct community dances in your centers?" "How do you do it?" "What is your success?" Questions of this nature are frequently asked of Recreation Boards, Park Boards and similar bodies promoting this form of recreation. The Recreation Office of the Board of West Chicago Park Commissioners has received its share of such inquiries. In answering them the Office has always been guided by a conservative attitude. Public dances are not easy to handle, and neighborhood conditions are so variable from year to year that one cannot speak so assuredly of success in this activity as he can of other recreation activities. We have now, however, reached our fifteenth year of operation, and can perhaps weigh our reasons for success.

I presume that not what we did but what we are now doing is the immediate point of interest. To add significance to the present, however, it is necessary here to review briefly some phases of our early history.

IN THE "EARLY DAYS"

Our first efforts comprised two kinds of dances, those given by neighborhood clubs and organi-

zations under their own supervision and at their own expense, and those given by the Park Staff as an organized part of the recreation program of the center. The former were of a private character, and our supervision consisted mainly of police service. No charge was made for the use of the hall but neither was the public allowed to make a charge or collect any admission on or off the premises. Such groups had to finance these dances out of their own treasury. The latter, that is the community dances sponsored by us, consisted of so-called open dances to which anyone and everyone was invited. The Park Board furnished, free of charge, the music, (which consisted of a piano only), provided the wardrobe help, the supervision—services of a director, recreation leader and a police officer, and in general gave such other service as was necessary for the convenience and comfort of the public. Virtually the public did nothing but dance and enjoy—it assumed no direct responsibility for the conduct of the dance. The communities being strongly cosmopolitan, the attendance was naturally heterogeneous, and therefore, at times, somewhat hard to direct in behavior. But in those days there was this advantage, namely, that since only the waltz and two steps were in vogue, the attendant evils of the modern styles of dancing did not have to be watched and directed. These social evenings were generally conducted weekly, from about October 1st to March 1st, with from eighty to two hundred fifty people present at one of these dances. Though our centers were new in service, and the public more or less untrained in this form of pleasure, these dances were nevertheless conducted with creditable success.

THE OLD ORDER PASSES

Gradually, however, with the introduction of the modern styles of dancing and syncopated music, conditions changed. The parks, where only the two step and waltz were allowed, lost their appeal, and the piano music alone proved

rather inadequate to suit the taste of the young. Therefore interest waned. Further, with the wave of financial prosperity, when money for recreation seemed plentiful, and with the growing tendency on the part of the people, especially the youth, to buy pleasure, our efforts to provide everything free of charge and assume all responsibility seemed to receive less appreciation. No cost, no responsibilities, therefore little appreciation, if any.

To meet this developing need the Park Board decided to teach dancing, an activity apart from the community dance, establish an entry fee to the weekly dances, and get participants to share part of the responsibility of supervision. As for the dances conducted by individuals, clubs and organizations, the Board decided to make a rental charge for the use of the hall and in turn the public was entitled to charge an entry fee and to establish a new set of rules and regulations which would assure us the best character of public dances. This policy has proven to be practical and effective in both instances. To-day our results are characterized "as teaching and providing means for a constant stream of young men and women to assume and to hold an honorable place in the social life of the community."

THE PRESENT PLAN

In detail, what is the present plan of operation?

To begin with, we have for a number of years now held at each one of our centers a number of classes in social dancing under the direction of women recreation leaders, regularly paid employees. At each one of these centers there are from two to four of the classes in which the members receive instruction in the waltz, two step, one step, fox trot, position and general social behavior. Most of these classes are conducted on a plan of segregation, as experience has proven that the idea of separate instruction for young men and women is the most desirable and effective. There are a number of difficulties in beginners' mixed classes; shyness, diffidence, and similar characteristics, which are hard to overcome. In separate classes this difficulty is not present. It further appears that after a young man and woman learn to dance, their shyness and modesty are less of an impediment. Each class has a membership of from thirty to eighty persons, meeting once a week from 8 to 10 P. M. The period of instruction is from two to three months. The extent of interest and influence of

these classes can be illustrated by a single instance of experience at Shedd Park, where during the first three weeks of the month of October seven hundred persons registered for instruction. No charge is made for this instruction, but young men must be over eighteen, and young women over sixteen years of age. We have graduated to date from these classes at all of our centers, about twenty thousand persons. Many of these graduates naturally wish to continue their affiliation with the social activities of the park. Hence, a large proportion of the patronage of our weekly community dances consists of these graduates. They contribute in no small measure to their success.

SHARING THE RESPONSIBILITY

Our community dances begin with the opening of our indoor activities. Shortly before this date, the playground director of each center, and his woman recreation leader invite a small group of trusted young men, known because of their faithful affiliation with other park activities, to assume with them the responsibility of conducting a series of social dances. A so-called chairman and treasurer are usually chosen, a floor committee selected, a nominal entry charge of from 10¢ to 25¢ is decided upon, the exact amount depending upon the capacity of the hall and the anticipated attendance, tickets are printed, and the group sets out to advertise and draw an attendance of desirable people of the community. In some instances the members of our classes in social dancing, which, as has been stated above is a separate activity, form a nucleus for this undertaking. Again, at some of the centers the playground director himself arranges for the first dance of the season, and gives those assembled an opportunity to have a voice in the selection of leaders and decision of other matters. In all three methods of initiation, the patrons of the dance are given an opportunity to express their wishes from time to time as to the character of music, the admission charge, the matter of taxing themselves an additional amount of money to defray the expense of printing special invitations, decorations, refreshments and novelties for some special holiday dance and the like. If a surplus of money is at any time collected, they help to determine what disposition is to be made of it. Of course all dances are so conducted as to be non-profitable to the Board or any one concerned. No money must be made other than

what is needed to pay for the cost of music and other services.

LEADERSHIP

In addition to the floor committee, which helps to maintain order and prevent improper forms of dancing, the playground director and the recreation leader of the park staff are present to help entertain and supervise the dances. The recreation leader in particular is a good hostess. She is at the door to greet the public, helps to get the dancers acquainted with one another, occasionally introduces novelty stunts between the dances, explains to strangers and also persons who fail to conform to our requirements what is expected of them, and in general helps to radiate a social spirit among those assembled throughout the evening. Occasionally the park officer ventures into the hall. The effect of his presence in a public recreational institution is not to be minimized.

RULES AND REGULATIONS

Modern styles of dancing are permitted, but there are restrictions as to position of the body of dancers, age of admission, music played, smoking and similar matters. Some of the salient rules are as follows:

1. Only young women over sixteen and young men over eighteen years of age are allowed.
2. Entry is not permitted in the hall until after wardrobe is checked.
3. Neat appearance and suitable clothing is absolutely required, otherwise entry is denied.
4. Boisterous conduct is not allowed at any time.
5. Smoking is allowed on the outdoor veranda or balcony only.
6. Hours are from 8 to 12 P. M.
7. Overcrowding of the hall is not permitted. After the dancing capacity is reached, further entry to persons is denied.
8. Ragtime music or any other music with suggestive titles or words, or with any form of improper dancing as mentioned above, is positively prohibited. All music must conform to the proper movement of the dance.

Aside from our particular effort in promoting social dancing as an organized park activity, the assembly halls are rented to individuals, groups, clubs and organizations of the community, for dances, bunco parties and entertainments. A nominal rental charge is made and the users in turn may charge an admission fee not to exceed

one dollar per person, but this money cannot be collected on the park premises. Tickets are usually printed and sold by the group or organization before the dance. All persons wishing to use the hall apply at the park personally and fill out an application of which the following is an example, and also subscribe to the observation of certain rules which follow here:

Name of Applicant.....
 Address of Applicant.....
 Organization Represented.....
 What is the hall to be used for?.....
 Date desired..... Hours..... Age of persons
 who will attend..... No.....
 Will an admission charge be made?..... Amount.....
 Will a wardrobe charge be made?..... Amount.....
 Will a collection be taken up?.....
 Will refreshments be served?.....
 Is the use of the park wardrobe checks, dishes and other
 equipment desired?.....
 Date of application.....

Recommended by.....
 Director of Park

Approved by.....
 Superintendent of Recreation Centers

Secretary

War tax must be paid by the Applicant.

This Permit Is Issued Subject to the Following Rules:

1. A person must be placed at the door of the hall to receive tickets, give passes and see that only invited and desired persons enter the hall.
2. A person must be placed in charge of the wardrobe and a floor committee must be placed in charge of supervising the dancing.
3. The person or organization to whom a permit is issued, is kindly requested to assist in preventing all forms of improper, indecent or freak dancing, and to aid in the establishment of the best standards.
4. The following forms of dancing are strictly prohibited:
 - (a) Close Dancing. An open space must be maintained between two dancers, and the faces must not be held so as to touch each other.
 - (b) Improper Position. The position or posture of dancers should be erect and respectable, and the position of the arms such as not to give the dancers a distorted position of the body.
 - (c) Objectionable Dancing. All dancing must be void of freak, unnecessary or indecent movements of any part of the body, such as suggestive wiggling, frequent low dipping, extreme swaying.
5. Tagtime music or any other music with suggestive title or words, or with any form of improper dancing as mentioned above, is positively prohibited. All music must conform to the proper movement of the dance.
6. No inappropriate advertising announcements can be made or distributed.
7. Time expires as stated in the permit. Do not ask the police officer for any extension of the time; he has no authority to grant it.
8. The person or organization to whom this permit is issued is responsible for the conduct of the crowd and the destruction or abuse of any park property.
9. Persons who do not comply with the above rules will be required to forfeit the use of the hall. No rental charge will be refunded.
10. A rental charge of \$5.00 is made for the use of the hall in the afternoon, \$10.00 for use in the evening except Saturday evening and Holidays, for which a charge of \$15.00 is made.

11. Free use of the hall may be obtained only for certain kinds of educational and recreational purposes, and for certain kinds of children's activities, at which no admission charge or collection can be made.

NOTE: Arrangements for the use of park wardrobe, checks, dishes or other accessories must be made personally with the director of the park at least a day in advance, and a reasonable deposit must be made to cover possible loss or breakage of the same. Dishes must be washed and returned in the condition received.

FOR FURTHER INFORMATION APPLY TO THE DIRECTOR OF THE PARK

A point worthy of emphasis here is that most of our buildings are equipped with a kitchenette, which includes either an electric or gas stove and dishes and cooking utensils for the accommodation of about one hundred persons. So great has been the demand for the use of this equipment that we consider it to be quite a factor in aiding us to conduct successfully public dances. Of course, most of these dances are more or less private, as admission is gained only by personal invitation or the purchase of a ticket. However, the group in charge of the dance cannot bar any stranger if he has a ticket or invitation and is willing to abide by the rules of the hall.

Of the 1865 uses made of our Assembly Halls during the last year, 478 were dances, 228 socials, and 182 entertainments. The remainder of uses consisted of concerts, educational gatherings, lectures, rehearsals and holiday celebrations. The total attendance at the dances and socials approximated about 100,000 persons.

Let it not be assumed that we have not had our share of difficulty in meeting effectively the social dance problem in our cosmopolitan communities! Some unpleasant occurrences have accompanied some of our dances. We have, however, tried to meet the problem by constructive rather than repressive measures. The provision of dancing instruction, better music, light, heat, and ventilation, the maintenance of definite standards and the exercise of fair but firm supervision of our activities, and the good will of the parents and clergy enlisted by not having dances on Sundays or holidays have made possible our success. Young men and women rise to responsibility readily and assume it if you but teach responsibility, not merely exact it. Youth obeys, if discipline results from wholesome activity, and is not something apart from an activity. Youth gladly pays for pleasure of this kind, if its character is better than that which it can obtain elsewhere in the neighborhood. The principle of having youth

put effort into pleasure and also pay for it, seems fundamentally correct and gives promise of the best results, social and moral.

In conclusion, it may be said that if we are succeeding as we think we are, it is because we are furnishing something better and under better conditions than anybody else in the community is offering.

We therefore commend our method of service to those interested in the promotion of this activity on a fair basis for wholesome, decent and beneficial results.

Music at the Recreation Congress

(Continued from page 532)

Week Committee, who related the purposes of the National Music Week and the plans for carrying it out. A great variety of literature on Music Week contributed by Mr. Tremaine was given out to those present.

MUSIC AS A HEALER

It had been planned that the other music section meeting should be addressed by Willem Van De Wall, Director of the Committee for the Study of Music in Institutions, but he was unable to be present. However, the Congress was fortunate in having present two delegates who have been closely associated with Mr. Van De Wall in his curative use of music—R. K. Atkinson, Assistant in Institutional Recreation of the Russell Sage Foundation, and Lee F. Hanmer, Director, Department of Recreation of the same organization. Great interest was manifested in the discussion of Mr. Van De Wall's work, and that interest was capitalized for future action by a recommendation to those present that they obtain the booklets on the subject written by Mr. Van De Wall, and that they arrange to have carried out as far as possible in their communities some such work as that of Mr. Van De Wall's. These books were reviewed at length in *THE PLAYGROUND* for August.

COMMUNITY SINGING A FEATURE

Community singing was featured at all the evening sessions and at some of the daytime meetings.

Amateurism in Life

By

GUSTAVUS TOWN KIRBY

Marriage, citizenship and religion are sacred because they are based on love. When professionalized by use for pecuniary gain, they become sordid and something precious dies.

The professional usually has as his goal the almighty dollar—and little else; the amateur as his, the love of his effort.

It is an honorable thing to work for a living, and it is just as honorable whether the work be performed with the hands or with the mind, whether by the "doctor or lawyer" or by the "merchant or chief," and whether in the field of professional or business life or in that of sport. But none of these can have that tremendous personal satisfaction in the success of their efforts, that fullness of joy which comes to the amateur in the same field who made the struggle merely for the love of it.

The "doctor, lawyer, merchant, chief" should each measure the result of his effort by other than its monetary value. "It is easy for the rich to be honest," but how few others are ethically big enough to make the financial return to themselves subordinate to the benefit of their efforts to others.

The amateur who pursues his vocation or avocation primarily for the love of it is less easily tempted toward dishonesty than the professional.

The menace of the dishonest professional is great, but it is nothing compared to that of the dishonest amateur who is doubly a crook in that he is not only a hypocrite sailing under the false colors of amateurism, but a thief in that he is taking a reward to which he is not justly entitled. The crooked jockey who throws his race, the ball player who sells his game or the golf player who bunkers his ball in the money pot of his dishonest gain, are honorable compared with the amateur who does the same thing in a more "gentlemanly" manner.

The professor, statesman, sportsman should teach these truths. If they will do it, we may hope to see idealism supplant avariciousness; and honesty, hypocrisy.

"Slide, Jimmy, Slide"

By

VICTOR R. MANNING

The carnival was in town and Jim was taking Little Jim, aged seven, to see the sights. To be sure, there wasn't much self-expression to be derived by young Jim from seeing the snake charmer, the sword swallower, the fat lady and the tight rope walker—perhaps not even from the shootin' gallery at his age, but anyway, it would be exciting and Jim was rather proud of the excitement in the old town. For hadn't he been one of the Committee from the Boosters' Club that had brought the show on for three days, and weren't the streets just crowded with people?

But Jim in planning the excursion hadn't reckoned with boyhood or the playground in another less prosperous neighborhood. There wasn't any where Little Jim lived; playgrounds were planned there for the poorer neighborhood. The homes of the better families had large yards in which to play. (You know the old argument, "Plenty of space—we don't need 'em".)

As they passed the playground a crowd of youngsters were lined up before the ladder to the slide and nothing would do but Little Jim must try it—carnival or no carnival. So he tried it once and shouted with joy. Then he dashed to the head of the line and tried to beat the others to it. But the boy next in line yelled, "What's the matter with youse? Ain't you ever been on the playground before? Get in line and take your turn." So Little Jim did, and Big Jim watched his son learn fair play.

Well, there wasn't any carnival for Big Jim and Little Jim that afternoon. Little Jim stayed to enjoy the slide, the swings, the teeter, and Big Jim learned what this playground business was all about.

They say that Little Jim trudged many blocks to that playground all summer and Big Jim is out working for an appropriation for year 'round recreation, and there may be a playground in Little Jim's district next summer.

"Slide, Jimmy, slide."

TOWN TALK knows several families who on symphony concerts evening "by request" have to eat their dinner early, so the maids can go to the symphony.

The foundation of Americanism is communityism.

A nation can survive the facts of class consciousness, the presence of the ultra rich and the ultra poor, masses of education and masses of ignorance, if there exists and persists a community spirit that tends to ameliorate and eventually cure dangerous problems because of the spread of kindly interest in the community without Pecksniffian affectation.

Otheman Stevens in Los Angeles Examiner.

How Can I Become A Good Citizen of Connecticut? *

By

IDA GITLIN

The curfew bell slowly rang the bedtime hour. "Goodbye, goodbye," it seemed to say to six freshly washed girls and boys tucked up in bed, and tears slowly welled up to the eyes which the Sandman refused to close. They were tears of joy and sorrow, for on the morrow those six children (of which I was one) were to leave the little Russian village where they had been born, where they had laughed and played and cried, and were to start off on a long, long journey to a beautiful land across the ocean. People said that in that wonderful land the streets were paved with gold, that freedom of thought and speech were allowed, that no king ruled with a tyrannical hand and sent soldiers to arrest people who wanted to be educated and who rebelled against the heavy, oppressive rule of the Czar. All these things were said in voices filled with awe and rapture. Thinking of them, the tears were soon all dried up and there was only gladness in the hearts of the six little boys and girls. After all, wasn't that land called "America" as nice as Russia, and weren't there lots of little boys and girls there who would play with them? Joy hastened the Sandman and, as the curfew tolled out its last chime, six pairs of eyes closed in slumber while six happy hearts waited for the Dawn of the New Tomorrow.

Days lengthened into weeks, weeks into months and at last, after much journeying, we came to America and my family settled in New Haven. We didn't find gold in the streets, neither did we find wealth and plenty awaiting us; but we found something which was worth more to us. We found the right to think and talk, we found opportunities to earn a living and to get an education, we found freedom from persecution. Perhaps, to you Americans who have been clothed in such free surroundings ever since you were born, these things do not mean much to you. But to us it meant the satisfying of hearts which had long been deprived. It meant life, joyous, glorious life with-

out restrictions, except those set by men who loved liberty and freedom. At last we had found a real home and were ready to begin life all over again. We had come into our own.

In the eight years that have passed between the time of our landing in America and now, many eventful things have happened. War has visited the lands over there and has left desolation behind it. Hunger and ruin stalk around like grim ghosts. Many and many is the time I have gone down on my knees and thanked God because He brought us into this land and left us in such safe keeping. Some day I mean to repay America for all she has done for me and mine. The debt is a big one, but I can begin to repay it right now by becoming a good citizen of America, my country, Connecticut, my state, and New Haven, my city.

And how can I become a good citizen? I will be loyal to every legitimate social institution with which I am connected, loyal to the respective groups to which I belong, for loyalty is a chief citizen's virtue. I will seek the best in my family, my state, my nation for: "I believe in the United States of America as a government of the people, by the people, for the people," whose just powers are derived from the consent of the governed, a democracy in a republic; a sovereign nation of many sovereign states; a perfect Union, one and inseparable, established upon those principles of freedom, equality, justice and humanity for which American patriots sacrificed their lives and fortunes.

I, therefore, believe it is my duty to my country to love it, to support its Constitution, to obey its laws, to respect its flag, and to defend it against all enemies.

Believing all these things, I cannot help being a good citizen if I put my beliefs into actions. Therefore, besides being loyal and finding only the best in things, I will play the game of life and play it in a true and square way. Playing fair and giving a square deal will be my aim.

My country, my state and my city will be exactly what I make it, for is not the character of all three determined by the people living in it—the citizens? The greatness of a country is not measured by what it has in land, productions, trades and educational institutions. If the citizens are intelligent and patriotic, ready at all times to do their duty in the interest of the public good, the future of the country is assured.

Then some day I will be a voter. In the few years which must elapse between now and then,

*This essay, written by a fourteen-year-old girl, won the prize offered by the Colonial Dames of Connecticut for the best essay on this subject. It is published by the courtesy of the Prize Essay Committee, Colonial Dames of Connecticut.

I will strive hard to make my ideals of public life higher, my views on public questions broad and thoughtful. I will accumulate courage to do the things which make for cleaner, safer, happier living. As an individual, I will think nobly and act courageously, having regard only to the honor and interest of America. I will learn how to protect the sacred unity of the nation and the sacred liberty of its citizens—that liberty which means justice and mercy for all.

Also, I will take advantage of the opportunities America has in store for me. It has rightly been said that America is the Land of Opportunity. Her name means that. It means opportunity to fulfill my ambitions if I really want them fulfilled, for, "if I want what I want and I want it very much, I will get what I want in the end." It means opportunity to make the most of my powers of body and mind. But, more than all else, it means opportunity to make the school I go to a better school by hard, honest work, the city I live in a better city by keeping it and myself clean, and the state which protects me a better state by faithful service and sincere efforts to know the truth about everything going on and listening to different points of view.

All in all, I will live up to the ideals that Washington and Lincoln set for Americans; to speak and act the truth, to fear nothing but evil, to protect the freedom they gave their lives to bring about, to be wise and strong and to use that wisdom and strength, not in selfishness, but in service. I will try to attain good health, good sense and goodwill and keep the true spirit of democracy born in this country and guarded over by our flag.

America is a great nation, for its faith is based on the faith of man in man and the faith of man in God. She believes in brotherhood and opportunity, justice and mercy, for has she not given and received from all races? As one of her citizens, I, in Connecticut, will strengthen the bond which binds all races together in her citizenship, the bond of loyalty. To be an American is to love America, to believe and serve her and to live by her ideals of freedom, honor and service.

I thank God for the privilege of being an American and I pray that I may be worthy of the privilege and thereby pay her back for the kindness of taking my family and me into her shelter and giving me the right to say, I am

(Continued on page 577)

The Dalton Community House

On November 9th Dalton, Massachusetts, a community with a population of less than 5,000 people, opened its community house, the gift of the late Senator Crane.

The building is ideally laid out for use as a community center. The entire front of the building constitutes a community section and contains the social hall, men's club room, ladies' parlor, the main office and the office of the director. From 10 A.M. until 10 P.M. daily this section of the building is open to anyone in Dalton over 18 years of age. Back of the community section is the gymnasium which is well-equipped with the usual gymnastic apparatus and with permanent and knock-down bleachers.

In the rear of the ladies' parlor are two club rooms which may be opened into one and which are used for club meetings and for informal parties and good times. In back of the club room is the kitchen. The Red Cross and American Legion both have rooms on this floor.

In the basement is a regulation swimming pool 60 ft. x 20 ft. The knock-down bleachers from the gymnasium can be set up here. On one side of the pool are the women's dressing rooms and lockers and on the other side the men's locker rooms. The basement also contains four bowling alleys, a club room and pool table.

PROGRAM OF ACTIVITIES

Bowling

Men: Mondays, Wednesdays and Fridays—7:00-9:30 P. M.

Women: Thursdays—7:00-9:30 P. M.

Men and Women: Tuesdays and Saturdays—7:00-9:30 P. M.

Pocket Billiards

Dressmaking Class

Tuesdays—7:30-9:00 P. M.

Millinery

Thursdays—7:30-9:00 P. M.

Christmas Gift Class

Wednesdays—7:30-9:00 P. M.

Younger Girls' Knitting Class

Dramatic Club

Fridays—8:00-9:30 P. M.

Community Chorus

Radio Class

Swimming

Any group of twenty or more may secure the use of the pool with the instructor for a private class, by making arrangements at the office.

GYMNASIUM AND DANCING CLASSES

Women's Morning Gym
Business Women's Gym
Business Men's Gym
Children's (4-8) Gym
Grade School Girls' Gym
Girls' Classical Dancing
Women's Folk Dancing
Women's Corrective Gym
Corrective Gymnastics
Children's Play Hour
Basketball (Women)
Basketball (Men)

MANAGEMENT

There is a Board of Trustees in direct charge of the community house. In addition, there is a Community Recreation Association in which "all persons over 18 years of age living in the town of Dalton shall be considered members."

The expenses for the year's work will be met through the income of a \$100,000 endowment left by Senator Crane and through membership fees and charges made for the use of some of the facilities and for classes.

Miss Marjorie C. Geary is Director of the community house and of all community activities.



The W. Murray Crane Community House
at Dalton, Massachusetts

What One Public School Does

In Minneapolis there is a village of perhaps 500 people known as Eyota—a village which is set apart from the average village of its kind by its school—a thoroughly American institution extending its influence to every man, woman and child and transforming the community life of the entire district.

The story of this school is told in Program Leaflet No. 2, series No. 4, issued by the Delaware State Parent-Teachers Association. Some of the facts given in this interesting bulletin follow:

The Building

The school which is planned to serve as community headquarters for all the citizens is a two-story brick building with smaller rooms arranged around an auditorium-gymnasium, two stories in height, occupying the center of the building. In the front, opening out from the entrance, is the principal's well-equipped office and the school library. At the opposite end of the building is the stage of the auditorium, and on either side, bordering on the right and left of the auditorium are the grade rooms and a community room. On the second floor a balcony overhangs the auditorium on three sides. This serves the dual purpose of a balcony for spectators during games or at community meetings, and a dining hall for the children at noon and community banquets. Grade rooms and laboratories open on either side from the balcony, and a fire-proof compartment for motion picture machines occupies the end of this space.

THE PLACE OF THE SCHOOL IN THE RECREATION LIFE OF THE COMMUNITY

The School Playground

The school playground is a busy place, for the athletic and recreational program occupies every spare moment. There are noonday clubs for both boys and girls in the High School. Each group elects a captain and an assistant captain for one week. These leaders are responsible for the entertainment of their respective clubs and they plan a program for each day. One day it may be a hike into the country, another time it may be a football practice, volley ball, basketball, or the like.

For the Community

The great distinctive feature of the school is the number of community activities it is providing for the adults of the neighborhood.

The Library

First, there is a large front room, to the right of the main entrance, which is the school library consisting of several thousand volumes and a number of magazines. Girls from the High School are in charge of the library at different periods of the day when books are loaned to pupils and to the public.

Community Recreation

The gymnasium in the consolidated school building is in use every evening. Athletic events are numerous and popular. There are rival basketball teams made up of single women and of married women. Indoor baseball is one of the most popular features among the farm men. A community choir has been developed by the music director of the school for sings at community gatherings. Both a boys' and girls' glee club and an orchestra have been organized, and there are community mixers to get all the people together for social evenings, receptions to the teachers and banquets. Then there are "bees" of various kinds when the farmers and town people unite to work for school improvement. Twice during the past year they have joined forces to grade the school grounds, hauling as many as 260 loads of dirt in one day.

Community Service

The community of Eyota is made up of a number of nationalities each with typical factional followings. All of these are coming to the school building and are discovering for themselves that their common interests are greater than their differences. As a result of the good fellowship that has developed, it was possible last year to hold a series of Sunday evening meetings in the schoolhouse when all the community came together for an hour of worship. The attendance at any of these meetings has never been below four hundred.

Business Men's Club

An activity growing out of the community church movement is the Business Men's Club which replaces the denominational clubs of the

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A Township Park and Playground System

By

JACOB L. CRANE, JR.

Engineer and Landscape Architect
Chicago, Illinois

In many cases the breach between the industrial town and the farming people around it grows wider each year. To both the country and the town this means a loss of community spirit and of the opportunity for community development. During working hours there is little chance to bring these two groups together. But in their leisure time the opportunity for helpful and enjoyable contacts is unlimited. It is, therefore, desirable to provide recreation facilities of such character and in such locations that they may be used jointly between industrial and the farming populations.

It may be argued that this kind of joint recreation is only another attempt to intrude the ideas of well-meaning theorists into the private lives of people whose liberty and freedom of choice become narrower each year. In reply to this argument the Canton, Illinois, Township Park and Playground System has been planned so that the various facilities will be available to both townspeople and country people for their use jointly or separately as they may see fit.

Canton is a town of about twelve thousand people situated in the agricultural belt in Illinois. It has always been a farming center and trading and shipping point, but since the Civil War a large implement factory has given to the town an essentially industrial character, and a large part of the population works in or is dependent upon this factory in one way or another.

The township six miles square is entirely tributary to Canton as a trading center, and while Canton's territory extends somewhat beyond the township boundaries, still it is that area which is most closely allied to the city center. The Canton Park Board when it was organized realized the advantages which would accrue from a Park System, which would make it possible for the country people and the town people to meet for purposes of recreation, and they defined the Park District as the Township.

In examining the requirements for this Park District it was decided to provide first, parks,

and second, playgrounds, to serve the entire population of the township. The report which was made and adopted by the Park Board outlines a park and playground system based on this requirement.

A PLAYGROUND FOR EACH SCHOOL

At every school but one in the entire township—there are sixteen in all—it was found that sufficient ground had already been acquired to provide for playgrounds adjacent to the school buildings. At one school additional ground had been acquired and at the site of the combined high school and city grammar school a tract, which was intended for a high school athletic field but which was found inadequate in area for that purpose, will now be devoted to playground purposes, and a combined athletic field for the city and township is located on a different site.

This Township Athletic Field will be about twelve acres in area situated at the intersection of main roads and on the trolley line near the geographical center of the township but still within the city limits of Canton. It will provide for football, baseball and track contests, and also for stock shows, pageants, holiday celebrations and similar activities for either or both the city people and country people.

AN ACRE OF PARK FOR EACH HUNDRED POPULATION

It so happens that the most interesting and attractive natural feature in the township is located across the road from the proposed township athletic field, within ready access of the entire township area. It consists of a creek bottom with some very beautiful woods and pasture land of only moderate commercial value. An area of one hundred and fifty acres is to be acquired which will provide park land at the rate of one acre per hundred population for a population estimated for 1940.

APPORTIONMENT OF AVAILABLE MONEY

At the present assessed valuation of the property in the township the Park Board can issue bonds to the amount of about \$165,000, and it can raise by taxes about \$13,000 annually for operation expense. In laying out the park and playground system for the township these available funds were carefully apportioned—first, between the various types of use, park,

playground and athletic field and second, between the city and the township outside the city. On the basis of population it was found that the township outside the city was entitled to only one-seventh of the available funds, but on the basis of assessed valuation and the resulting contribution to tax income it was found that the township was entitled to more than one-quarter of the available. The money had to be apportioned equitably according to the relative contribution made by the city and the country districts.

COOPERATION WITH OTHER AUTHORITIES

The Park Board has arranged the closest cooperation with the school district and with the city administration. The Park Board in general furnishes the playground equipment to be placed on land adjacent to schools and belonging to the school district. Further the Park Board is improving a number of small city-owned parks including railroad station grounds and market square.

A comprehensive program has been adopted by which the Park Board can go forward with the various projects year by year under an arrangement which will be equitable to all parts of the township and also be well within the financial power of the district.

For its comprehensiveness to meet all phases of recreational needs and for its unique position in providing for the city and surrounding country jointly, this Canton Park and Playground project is considered one of the best ever proposed by a moderate-sized community.

Music as Recreation

(Continued from page 537)

hundreds of athletic directors who are now widely utilized in municipal summer playgrounds but an equally large number of musical directors and performers who might be utilized for recreative work in music in the playgrounds. The summer months are an ideal time for gathering together groups of young people during the day, and older people at night, and giving them that careful instruction in music which will provide them with a life-long recreative activity. Under a capable man, there is no reason why, during the three months of the summer season,

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Landscaping the Playground

At the recreation session of the meeting of the American Institute of Park Executives held at Kansas City in September, C. H. Meeds, Chief Engineer and executive officer of the Park Department of Cincinnati presented a paper on Landscaping the Playground. This paper which was published in the September-October number of *Parks and Recreation* is well worth the attention of all recreation officials.

For purposes of discussing the subject, Mr. Meeds classifies playgrounds into play fields or athletic grounds for boys or girls over 16 years, the small neighborhood playground for children from two to five or six years and the playground for children from five or six years of age to sixteen.

Play fields and athletic grounds, in Mr. Meed's estimation, lend themselves to more or less landscape work and planting—that is, the part not actually used for games should, he feels, receive considerable thought as to grading, ground shaping and planting. In such landscape work a good opportunity is offered to make natural banks of earth or construct some form of artificial seats for spectators. Consequently along with such development comes the opportunity of planting both trees and shrubbery. So long as the play space is open and the spectators provided for, the imagination of the landscape architect or gardener may run riot and there is hardly a limit as to what can be done not only in adding beauty to the field but also utility. Shady, grassy slopes are ideal places from which to watch games. Groups of hardy shrubbery add attractiveness to the picture. Shade trees are always desirable and make conditions which are more idealistic than the ordinary grand-stand or concrete amphitheatre. All can be so artistically arranged as to obliterate many of the otherwise objectionable features of an athletic field. Here the opportunity is given to cultivate the aesthetic along with the development of the physical.

In the case of playgrounds for small children one of the chief requirements, Mr. Meeds points out, is that there shall be plenty of shade. Since the equipment is not extensive and no large area is needed for games, the ground need not necessarily be level but may be constructed in a series of terraces with smaller level areas for play spots

and equipment. On grounds of such a nature the landscape architect may have full sway. Owing to the age of the children using such a ground it will draw its quota only from a small radius. Thus it becomes more of a neighborhood affair and its use is not so severe; there is more pride in its upkeep and plantings and flowers are less likely to be disturbed or destroyed.

Such a playground provides for little children and tired mothers much needed rest and change. It must, therefore, be restful and here landscape work, ground shaping and the planting of trees and shrubbery are most desirable. Since no shade is more restful or more appreciated than the shade of trees, a little spot of green and a touch of nature will add much to the happiness of little children in congested city districts.

In the third type of playground for children from five or six to sixteen years of age, conditions are radically different. And here, Mr. Meeds believes, we may and should, if necessary, disregard everything except strictly playground use. In the matter of grading, the more nearly level such a playground can be made, the better it will be adapted for play purposes. It should, however, be graded so that it will be high through the center, draining to the sides with only enough grade to carry off the water.

Mr. Meeds raises the question whether in view of the purpose of playgrounds for children of this age it is well to try landscaping features. "Why landscape a plot of ground? I do not mean to say that the taste for the aesthetic should not be cultivated in the youth, but is the ordinary playground the place for such cultivation so far as landscaping is concerned? If you think so, try placing a border of choice flowers and shrubbery around some intensively used playground without a protecting fence, and it will have to be more than the ordinary fence, and see how long your flowers and shrubbery will last. Plant trees, yes, if you are bold enough, shade is a fine thing on a playground, but remember that both trees and children want to use the ground at the same time, and the trees usually come out second best. No matter how well protected, the protection is pulled aside or broken down. The tree may be used for a springing board or pulled down to the ground to see how far it will fly back. Sometimes they are in the way of games, and disappear over night. If trees can be placed around the border of a playground and are allowed to grow, well and good, as shade is always a desirable addition to any ground."

The Motorist and the Playground

By CHARLES J. STOREY

The sidewalks of New York are no longer wide enough for its growing population of children. Children's play overflows into the streets. A recent street census shows that from a third to nearly a half of all children from seven to fifteen years in crowded districts are on the pavements and in the streets at one time. Last year the Police Department reported 11,499 street accidents to children under sixteen years in Greater New York, of which 482 were fatal. The motorist is sometimes to blame but at least there is no place for him to drive his car other than on these crowded streets. On the other hand we know there is a much better and far safer place for children to play—the neighborhood playground.

These facts were presented to the motorists themselves, at the recent Closed Car Show in New York City by the Recreation Survey of the Committee on the Plan of New York and Its Environs. The point of interest was that of any group of citizens the drivers of automobiles should be among the most concerned over playgrounds. Every plan for the speeding up of traffic must consider the children playing on the streets, for neighborhood playgrounds are closely linked up with the traffic problem in New York.

Someone has estimated that in ten years there will be twice as many automobiles in New York City as today. What the streets will be like then where children play we can only imagine. But no one has dared to suggest that we have twice as many playgrounds in ten years. Still the parallel is the same. If we are to clear the streets for the motorist we must provide a place for the children living on those streets to play. This place must be near the homes if for no other reason than that the numerous arterial streets full of fast moving vehicles are deadly barriers to a playground.

In some cases it has been found that vehicular traffic has even become a serious problem around existing playgrounds. On one avenue running between an East Side park and the tenements, from which about seventy-five per cent of the children come, there is a traffic flow equal to that on the busiest part of Sixth Avenue (890 vehicles counted in an hour at 23rd Street). A few years ago this park was in a comparatively

quiet neighborhood, but the necessities of travel have brought a stream of cars past it. This condition can, of course, be remedied by tunnels under the street for pedestrians, but it illustrates how the automobile has of necessity invaded every street and has even effected the usefulness of the playground.

Bringing Up the Child in the Way It Should Go

By MRS. JOHN CLAPPERTON KERR

The City asks that the adult shall be a good citizen, refraining from certain destructive acts, such as throwing papers in the streets and parks, tearing down trees and shrubbery.

What has the City done to prepare the adult for appreciating trees and flowers? Are there many playgrounds on Manhattan Island where there are flowers and shrubs by which the children are taught appreciation of the beautiful?

In the heart of every child—in the heart of every human being—is the unconscious love of flowers. But how is this love fostered in New York City? Surely, it is not encouraged in our bare vacant lots used as playgrounds, where frequently rubbish is left in half-burned masses.

What would window boxes in every school room window do to encourage the love of beauty and to inculcate the idea of guarding city property? If members of each class had special care of the window boxes in the rooms where they studied; if, in the playgrounds a little group were given the care of the flower borders and the fact was carefully explained that city property is the property of each and all, to be *protected by all*, would not a valuable civic lesson be learned? If children are brought up to play in ugly surroundings, how can they learn to protect the flowers in the parks? If there are no receptacles for refuse in these playgrounds and no signs instructing that they be used, how can the play director give the necessary fundamental lessons, not to scatter things in the streets or parks?

Let us begin in our playgrounds; let us begin in our schools by giving beautiful though simple surroundings and the opportunity to learn the lesson of appreciation. The man will remember the lessons learned as a child.

Education in Accident Prevention

Anyone who is not familiar with the extent and number of accidents occurring each year in the United States from causes of various kinds will be amazed and appalled at the figures and facts given by Prof. E. George Payne, Chairman of the Education Section of the National Safety Council in Bulletin 1922 No. 32, published by the Bureau of Education under the title *A Program of Education in Accident Prevention with Methods and Results*.

Every problem, however, has its hopeful side and the educational campaign being urged by the National Safety Council, the National Bureau of Casualty and Surety Underwriters, the National Chamber of Commerce and other groups are accomplishing much valuable preventive work.

The National Safety Council in its work in the schools is bringing about the incorporation of instruction in safety in the daily studies and the organization of the schools into safety councils or leagues with committees for the promotion of safety work. Dramatization, pantomime and play activities all enter into the working-out of the program, and through the method of instruction which is offered the children are acquiring training in citizenship which goes far beyond the immediate purpose of the campaign.

In a very significant pamphlet entitled *The Inner Meaning of the Safety Movement*, Albert Whitney, Secretary of the Education Section of the National Safety Council, points out the positive rather than the negative method of approach to the safety problem. "It is the purpose of the world," he says "that each should have his adventure, and it is a supreme tragedy if he fails to find it. Safety then, guardian of the unfolding world purpose, instead of diminishing the adventure of life is precisely that which makes it possible. Instead of making the world safe *from* danger, we are in a far deeper sense making the world safe *for* adventure, or in a still fuller sense, we are saving the world from the bad adventure which mere chance has waiting for it and for the good adventure which it is within the purpose of the world that we should have."

With this positive emphasizing of making the world safe for adventure and with an appreciation of the drama as an appropriate medium, a

play has been written and produced for the Council by Thomas Woods Stevens entitled *Adventure, a Pageant Drama of Life and Chance*. Its purpose is to lay a basis for a right understanding of what safety means. It is a modern drama of adventure.

Anyone wishing further information regarding the work of the Council and suggestions for Safety First campaigns may secure them by writing the Education Section of the National Safety Council at 120 West 42nd Street, New York City. It is possible to secure from the Playground and Recreation Association of America a copy of the Traffic Game arranged by Mrs. Chester G. Marsh, Supervisor of Recreation in Westchester County, which is designed to teach the importance of a strict regard to traffic regulations.

Music as Recreation

(Continued from page 553)

a good band, for instance, could not be produced in the ordinary playgrounds. Boys who will submit gladly to the discipline I have seen in sports will equally well respond to the discipline required for the developing of a band. This one example is typical of a considerable number of musical activities that can be developed on the playground during the summer. The possibilities during the winter are practically limitless when a wide appeal to youths and adults can be made.

FAITH

In this somewhat rambling and incomplete presentation, there has been no attempt to cover the entire field of this constantly widening subject. If, however, I have started anew your thinking of the vast possibilities of music in the field of recreation; if I have made you believe that we are only at the beginning of that immensely increased use of music which our people are entitled to; if I have made you sympathetic with the idea that the important thing with music is the effect it has upon those who are taking part in it, and that it is not only possible but essential that music should become the normal possession and accomplishment of all of us, then this talk will have been worth while.

Bulletins for Recreation Commissioners

Beginning with October the members of the Recreation Commission of Port Chester, New York, will have in their hands, a day or two before the regular monthly meeting, an outline of the preceding month's activities and plans that are pending. This is the plan devised by Miss Rosalind Rieman, Recreation Director of the Commission, which may be suggestive for other recreation workers.

The October bulletin reads as follows:

"Sing a song of seasons!
Something bright in all!
Flowers in the summer,
Fires in the fall!"

These lines of Stevenson are a happy reminder of our good fortune in the organization of a County hiking club, "Westchester Trailers," promoted through the County Recreation office by Mrs. Chester Marsh. A local branch is being formed and Port Chester has been represented in both hikes of the month.

The director is coaching a play for Community House in response to requests from a girls' club for assistance with an entertainment in November.

A class in recreation gymnastics formed exclusively of business girls is meeting once a week in the Dance Hall of Firehouse under the volunteer leadership of Mrs. Edwin P. Hume, formerly supervisor of recreation.

The local Girl Scout Drive was assisted through this office in the placing of posters and soliciting of twelve pounds of candy from local merchants.

Ushers for grandstand and waitresses for table service were secured through this office on the occasion of the Firemen's Centennial celebration of October 18th when 6000 firemen were entertained by Port Chester. This service was made possible by the hearty cooperation of Girl Scouts, Catholic Daughters of America, Seton Circle and Merrill Business School.

In response to a request from the governing board of the Continuation School, held in the High School, Friday afternoons for employed boys and girls under 16, the recreation director

is meeting the Committee of 11 from the student body to plan an interesting number for the school assembly of the following week. The desire is to arouse greater interest in their school session among those attending "because they have to."

A dramatic club of girls visited Eastview almshouse one Sunday afternoon with a program for the men and women.

Following up the recreation activities of the summer club, plans were made and carried out with a committee of girls from the Simons shirt factory for a Hallowe'en Ball. More than one hundred boys and girls attended, who, after the ice was broken, appeared to enjoy thoroughly the grand march figures, fortune telling devices, apple bobbing, stringing, gay paper caps and social dancing. Many of them are asking, "When do we have another party?"

The first meeting of the Community Choral Club of seventy-five voices was held October 29th.

A Summer Play School

The West Chicago Park Commission and the Chicago Board of Education cooperated last summer to make possible at Eckhart Park a play school which lasted from July 2 to August 18. The Board of Education furnished three teachers and supplies for class work; the West Park Board provided facilities, equipment and three play leaders. The enrollment for the summer was 102 boys and 224 girls or a total of 326 children.

While one division had handwork and organized indoor activities, the other division had special work outdoors in play and games under the leadership of the playground director.

On Mondays, Tuesdays, Thursdays and Fridays regular class work was given. On Wednesdays all the children joined in outings to such places as the Municipal Pier, Lincoln Park Zoo and the Field Museum.

The closing demonstration and exhibit brought out a large number of parents and friends of the children. Four hundred and fourteen articles were exhibited representing thirty-three different types of handwork including dolls, furniture, toy houses, baskets, paper cutters, toy automobiles, and dresses and other clothing which the girls had made for themselves.

Park Development in San Francisco

The remarkable projects under way in San Francisco under the auspices of the Park Commissioners are described in a pamphlet entitled *Park Development in San Francisco—Past, Present and Future* which has just appeared.

The Palace of the Legion of Honor

At the summit of Lincoln Park is situated the magnificent Palace of the Legion of Honor, the most munificent gift the city has ever received. It will cost, when completed and equipped, approximately two million dollars. Mr. and Mrs. Adolph B. Spreckels are making possible the gift which will be a lasting memorial to the soldiers of their own and other States. The Legion of Honor will contain an art gallery including many of the world's most notable art treasures, a theatre and a pipe organ and music library. Its inner court will accommodate at least three thousand people, while many more may assemble in the great concourse.

A New Municipal Golf Course

Another noteworthy development is the new municipal golf links, constructed in a tract of 170 acres which has been leased with the privilege of purchase. In addition to the course of eighteen holes, a shorter one of nine holes will be constructed as well as a putting green. Eventually a well equipped club house costing \$70,000 will be built, but its construction will be gradual and on the unit plan, each unit to be added as public patronage requires it.

A Playfield

The Herbert Fleishhacker Playfield is located in a tract of land 60 acres in extent. When completed it will be, according to the Park Commissioners, the most perfectly equipped as well as the largest park devoted exclusively to recreation. Its predominating feature is the great swimming pool, "the largest in the world." It is 1000 feet long by 100 feet wide with an offset in the center section 150 feet wide to provide for a swimming straightaway of 50 yards as well as ample space for water polo and other aquatic games. It has a graduated depth of some three feet on the south end to nine feet on the north end, and in the latter section there is also a diving pool 50 feet square and 16 feet deep with

towers designed to accommodate all heights of diving feats. Facing the central section there is now under construction a great bathing pavilion to contain nearly 500 dressing rooms as well as ample rest rooms and fresh water showers. The swimming pool has a capacity of 6,000,000 gallons of sea water and will accommodate 10,000 bathers at one time.

Immediately adjoining the pool is the athletic field designed for five baseball diamonds and ten tennis courts. In the center section, which is heavily wooded, is the children's playground which will be equipped with the most modern apparatus. A more secluded and shadier section has been reserved for picnic grounds.

The Fleishhacker Mothers' House

As a memorial to their mother, Herbert and Mortimer Fleishhacker are erecting in the space allotted to the children's playground the Fleishhacker Mothers' House. It is designed not only as a resting place for mothers and children, but it will be provided with an ample nursery department where nurses will take care of the little children and supply them at small cost with nourishing food.

Aquatic Park

Plans for one of the country's most complete beach resorts have been approved by the Mayor and Park Commission. When completed it will cover a circular area of land and water approximately 1,500 feet in diameter. The plan takes full advantage of all the physical features of the site. It will include an ample basin protected on the north by a sea wall with two openings for small crafts; on the east and west by piers and on the south by a bathing beach. This basin will provide anchorage for yachts and will form a fine setting for small regattas as well as swimming events and other aquatic sports.

The New Stadium

In addition to all these projects, San Francisco has in mind a new stadium made possible through the purchase of a number of lots. The tentative plans completed thus far provide for an enclosure of great architectural beauty, for which the initial expenditures have been secured by an endowment of \$100,000 specified in the will of the late Mary E. Kezar, in addition to liberal appropriations by the Board of Supervisors.

New Hampshire Takes Thought of Recreation for Her People*

BY THERESA E. SCHMIDT

A visitor in Claremont one August evening saw a picture that brought a thrill. It was not a cinema, nor was it a fire or a remarkable sunset. It was a community at play.

On the city playground, five hundred citizens were watching a twilight baseball game. Next to the baseball field, five tennis courts were filled with enthusiastic youths, while the adjoining playfield was crowded with happy youngsters making use of teeter boards, swings and slides. When the baseball game was finished, the whole body of spectators moved up the hill to the Common and listened to a band concert. And the visitor learned that people would come to these concerts from many miles around, even from the country, and often arrived as early as 7:00 P. M.; to secure a good vantage point, although the concerts did not commence until 8:30 P. M. This was community recreation—the home-grown variety—and all the gradings and shadings of the city's population were enjoying it.

STATE LAW HELPS

New Hampshire, often referred to as America's playground, has like California and some other states learned that physical advantages and climate alone do not fully meet the recreation needs of the people. Forethought, planning and organization are essential to the full use and the supplementing of the resources that nature has provided. New Hampshire is one of twelve states that have paved the way for adequately supplementing existing resources for play through the medium of the "home rule bill." Section 1 of this bill reads as follows:

"Any city or town in this state may take land within the municipal limits in fee or gifts, purchase or right of eminent domain, or lease the same and may prepare, equip and maintain it or any other land belonging to the municipality and suitable for the purpose, as a public playground; and may conduct and promote thereon, play and recreation activities; may

equip and operate neighborhood center buildings, may operate public baths and swimming pools; and may employ such playleaders, playground instructors, supervisors, recreation secretary, or superintendent and other officials as it deems best."

This law is a great advantage to New Hampshire municipalities. "Go ahead," it says in effect, "and provide generously and adequately for the play needs of your citizens." Under this law with the enthusiasm and energy of friends of public recreation, in recent years New Hampshire cities have made encouraging progress in municipal play. This year especially has been one of achievement, particularly in summer playground work.

Today more than ever before, recreation activities are planned with an idea of getting out of them for America's coming citizens the greatest benefit in a physical, moral and educational way. Games and athletics improve physical health, develop character, fair play, obedience and concentration; storytelling and story-playing stimulate the imagination; constructive play develops ingenuity and creative ability; gardening, pet shows, nature study and camping increase the natural love for out-door life; self-government and citizenship activities develop a sense of justice and civic pride—all of these and many more are supplied in a well-rounded program under trained leadership. In the larger New Hampshire cities and towns the summer playground work is carried on under the direction of trained workers.

THE JOYS OF SUMMER DAYS ON THE PLAYGROUND

The daily programs are most varied and children may be seen at any time of the day consulting the Playground Bulletin board to find out what special surprise is in store for them, or when the rival playground is scheduled to play the inter-playground game, or whether they are to be on "police duty" for the day. In some cities the children plan their own daily bulletin and make the posters and announcements.

Baseball leagues not only for the boys, large and small, but for the girls as well, afford much competition and the importance and excitement—and surely the cheering—rival that of a Big League game. Sunset Leagues afford recreation and interest to the young men who are employed

* Courtesy of the *Granite Monthly*

during the day and in many cities the playground diamonds are reserved for the Sunset schedules. Volley ball, schlag ball and basketball leagues are equally popular. Pennants are usually awarded the winning playground. Where municipal tennis courts are provided the courts are occupied from early until late. Tennis tournaments for all ages and classes are held and usually the tournament officials are the city champions or country club players. Simplified golf is a popular activity of the boys' own choosing. They have improvised their own golf clubs and in one city the boys laid out a regular nine-hole course on the common. The Athletic Badge tests, standard physical efficiency tests, are being generally used and in several places follow up the work done in the public schools. Inter-playground track and athletic meets for both boys and girls have created much friendly rivalry and the honor of the playground, not of the individual, is kept in mind. As one little playground girl expressed it, "I'm not running for myself—I'm running for the playground." And again where an undersized team appeared to represent their playground a playground boy from a rival team said, "Of course they couldn't expect to win but just the same they ought to get a ribbon for courage." In game contests points are given out not only for actual winning but also for sportsmanship and reliability. The number of points granted for sportsmanship is twice as many as those granted for winning and in order to win a contest by this method more character than skill is necessary.

Handicraft and constructive play was an important feature on most of the summer playground schedules and in the heat of the day one finds interested groups of children in shady nooks busily engaged in the making of baskets, toys, kites, birch bark canoes, paper flowers, beads; in knitting, sewing, embroidery and the making and dressing of dolls. Such activity teaches the children useful occupations and effective workmanship. At the end of the season the work is exhibited and in most cities merchants are very willing to clear a window for the display. In one city this summer two large windows were used and votes were cast for the best piece of work. Kite and lantern making always creates interest especially when followed by kite flying contests and a laughing lantern parade at dusk. For many of the festivals and dramatic work the children are

taught to make their own costumes and also to dye materials. The little children enjoy making gay scrap books which are often passed on to a children's hospital.

AQUATIC DELIGHTS

New Hampshire with her wealth of lakes and rivers and bit of coast offers opportunity for swimming to most communities, and facilities for swimming have been provided as part of the recreation program in most cities. In Concord a section of the Contoocook River is used for a bathing beach and the daily attendance averages 200 a day. The beach and two portable bath houses are under the supervision of two expert instructors under the Recreation Commission. In Manchester 2500 attended the Playground Aquatic Meet at Crystal Lake. The nine events on the program were followed by water basketball and general swimming. In congested areas in Manchester five outdoor showers were installed this summer. Each shower was made of four inexpensive lawn sprinklers attached to piping and the platform was made from old planking used at one time in city construction work. In Nashua a "swimming hole" was under playground supervision and an instructor on duty all day. The interest in swimming by old as well as young has convinced the City Fathers that adequate provision must be made and plans are under way for a pool. In Rochester last year there was a 39% increase in the number of boys in one school that had learned to swim as the result of the instruction received at the playground beach. Dover has a municipal pool which is always an attraction. Claremont has wisely used the space under the grand stand for showers.

THE LURE OF THE DRAMA

Storytelling is an important factor in any playground program and the storyteller resembles the Pied Piper of Hamelin whenever the story hour approaches. In Nashua a volunteer committee organized a group of storytellers and one was sent to each of the five playgrounds every day. The Library furnished the material for new stories and in cooperation with the committee arranged for lectures by professional storytellers. The little children were not the only ones who listened spell-bound to the stories, the big boys and girls, and often their mothers and grandfathers, came too.

Sometimes the storyteller came dressed as a fairy and told the beloved fairy tales or another time as a gypsy, or in the national costume of another land. The children love to dramatize the stories and the make-believe fairies or the Three Bears seemed very real. The children on Derryfield Park Playground in Manchester gave a "show" every day. In Concord the playground children dramatized their stories and nursery rhymes and then entertained the children and grown-ups in one of the city hospitals. The children performed on the lawn while the patients watched from their windows or from the porches. In Claremont the children gave *The Dearest Wish*, a delightful story festival as part of this summer's closing program. Many of the playgrounds presented plays, pageants and story festivals as part of this summer's closing exhibition. The Dover and Portsmouth playground children took part in the tercentenary celebration. Dover also had a special playground afternoon on the week's program. The same "let's pretend" spirit was demonstrated in the sand box play; the dwarfs' castles and the fairies' gardens were models that any architect or landscape artist might envy.

Special gala days were featured all summer, some playgrounds planning a special day a week. The "specialties" were most varied, and often the fathers and mothers, big sisters and brothers, came, as well as did baby sister or brother. Franklin Park in Boston doubtless never saw such a variety of animals as were displayed in the Pet Shows given on many New Hampshire playgrounds this past summer. Dogs, cats, birds, turtles, ponies, rabbits, grasshoppers, lizards, goldfish, mice and rats were among the many shown. Human pets were included and the children's imagination ran riot as they planned the well known "spark plug." Three thousand children took part in Manchester's Pet Show. A Bicycle Road Race in Manchester was an exciting event for the thirty-one boys who participated. The winner of the race of four and one-half miles was presented with a silver cup donated by the Kiwanis Club. Marble, quoit, mumbledy peg and other tournaments were run off as special events and created much interest. In one city where there was little equipment the boys made tin can stilts and a contest was held. Doll Carriage Parades and Doll Shows are looked forward to as "the season's biggest event." The dolls are dressed in their

"Sunday best" and usually costumed in the creations fashioned by the little mothers. The doll carriages are decorated and ribbon prizes awarded. Many are unique and artistic and the affair is always a festive one. In a foreign section of one city where the children had no real doll carriages, conveyances were manufactured out of wooden and cardboard boxes and then gaily decorated.

The Playground Circus is becoming a serious rival of the famous Sells-Floto or Ringling Brothers. The "Greatest Show" of the year has a parade, wild animals, clowns, side shows, pink lemonade and all the attractions that go to make up a real circus. The playground apparatus affords excellent opportunity for trapeze work and the clowns thrill their spectators with all sorts of daring stunts. Summer time means picnic time too, and many playgrounds have regular picnic days, occasionally going on long excursions, the city or public-spirited citizens providing transportation, and then again going to one of the city's parks for a happy day. Picnic breakfasts have been held for the newsboys and often there are picnic suppers or lunches on the home playground. Often the mothers are special guests for the afternoon and in some cities the mothers join in a game of croquet, or a lesson in basketry while their babies are enjoying the swings and sand boxes.

MUSIC HAS A NEVER-FAILING APPEAL

Music has a universal appeal and serves as a splendid means of bringing people together. Band concerts are always popular and well attended. Rochester has a boys' band which includes boys of playground age. Many of the playgrounds have daily sings and their own playground songs. In some of the foreign sections the children learn to sing the playground song but have difficulty in speaking English. Harmonica bands have been in vogue this summer and have been in demand for many of the gala events. Most playgrounds have victrolas and in addition to the records used for folk dancing, many have classical music and have "artists' concerts." One little playgrounder five years of age begs daily for "The Large."

Health work is included as part of the season's work. Often the city nurse cooperates and makes daily rounds. Health games and rhymes are taught. Sometimes tooth paste and soap

samples are given out with explanation of their proper use. A clean face and hands and teeth as well as other qualifications are demanded for the merit system.

THE HARVEST IN GOOD CITIZENSHIP

Cities are appreciating the need for adult recreation and are providing horseshoe pitches, checker tables, bowling on the green, rifle ranges, croquet, and tennis for the older ones.

Under the influence of municipal playgrounds, child crime and delinquency are being decreased in many cities and towns. Municipalities are rapidly learning that an ounce of prevention in the form of thoughtful supervision of children's leisure time is worth a pound of cure in the form of courts and jails. In Nashua the number of juvenile delinquent cases decreased almost 50% last year.

Successful recreation programs have been conducted not only by larger New Hampshire cities but by smaller towns and communities as well. Often when a town appropriation has not been made local organizations are carrying on until such time as the budget can be included in the town warrant. The Parent Teacher Association in East Jaffray is sponsoring the playground and raised the money for this year's supervision. Among the many interesting methods devised for raising money a May breakfast was served from five until nine o'clock one May morning. The Breakfast was decidedly a community party. There were mill and factory workers, storekeepers, business men and whole families and clubs. Three buglers from the church belfrys awakened the town with "*Oh How I Hate to Get up in the Morning*" and then sounded the mess call. In this way all the people in East Jaffray contributed to the play leadership for all the children in town.

Encouraging as New Hampshire's achievements have been in recent years, there are still greater opportunities ahead. The fall, winter and spring months offer numerous opportunities for organized recreation just as do the summer months. Of the 215 American cities that boast year round recreation under trained leadership, none is within the borders of New Hampshire. Progressive New Hampshire people will not long continue to leave any stone unturned whereby the spare time of their people may be filled with the rich benefits of wholesome and well organized recreation.

Athletics in the Canal Zone

By

HOMER BAKER

Physical Director

Are athletics possible in a land of cocoanut trees, with scorching sun, with the thermometer registering approximately eight-six degrees the year round, and with no program of activities feasible because of the heat until after four o'clock in the afternoon?

The experience in the Canal Zone proves that athletics can be most successfully promoted under these circumstances and that they are a necessity. A canal employee walks only a short distance to work, to lunch, to his home and to the club house for his recreation. Tropical labor is cheap, and practically every family employs one or more servants. The average person in the Canal Zone walks probably no more than four or five city blocks. The average American soon learns to take life as easily as possible after the fashion of the natives. After a few weeks' residence on the Isthmus, all the fine facilities for swimming, hunting and other forms of athletics become less attractive and "Manana" fever is contracted. Translated, this means "tomorrow" fever—a dreamy feeling that makes one desire to sleep or die somewhere in the shade—one cares not which. It takes fighting power to resist it. If one gives way to the feeling, he will find himself falling more and more into a rut.

Athletics on the Panama Canal are, therefore, absolutely essential and all forms are promoted, in a year round program consisting of bowling, basketball, baseball, volley ball, track and field athletics, and various other forms of activities. The average person in the United States, reading the newspaper accounts of various events, would say, "It must be great to live in the Canal Zone." But it takes a wily physical director to get the people to take advantage of these fine facilities. Challenges, publicity and prizes of all kinds are some of the devices used. The average layman thinks little of the matter, but the Canal Zone's physical director is thinking about it all the time.

Under the supervision of the Bureau of Clubs and Playgrounds, the Canal Zone is abundantly equipped with all kinds of athletic paraphernalia.

There are ten club houses with gymnasiums, moving picture halls, bowling alleys, pool tables, shower baths, a large swimming pool, three Y. M. C. A. buildings, three fine tracks, six baseball diamonds, eight playgrounds, and at least a dozen tennis courts. Ten army posts have halls in which are held athletic and social events.

The children on the Canal Zone are the most active I have ever seen. Even the smallest of them romp, swim and play all day long, apparently without the slightest sign of fatigue. If the continuous heat of the tropics has any effect on the nervous system of the children, it is not at all visible except in physical unrest. Athletic performances on the Canal Zone are very good, and all records are made by high school children. A year ago the United States Naval Academy students, on a cruise, stayed several days in Isthmian waters. Baseball, basketball, games, swimming contests, track and field meets and tennis matches were arranged between the Canal Zone residents and the well trained collegians. The contests were by no means one sided, and on several occasions the Middies were compelled to bow before the athletic prowess of the Canal Zones. The work of the girls is more outstanding than that of the boys.

Baseball is the King of Sports in Panama during the four months of the dry season. Track and field athletics have never been very popular because of the fact that they come during the wet season. This obstacle has been overcome, however, by having such events held on one of the massive piers a thousand feet long belonging to the United States Government. On this pier thousands can be sheltered more comfortably than on the roof of Madison Square Garden.

The aviators at France field have utilized one of its large hangars for track athletics and tennis. At this field they have an eight lap track and several tennis courts resembling one of our armories with athletic events in progress. Plans are under way to organize a public school athletic league and an amateur athletic union of the United States on the Canal Zone.

Three Canal Zone physical directors spend a great deal of time promoting aquatics. Practically every child over six years of age is a swimmer. Last summer, swimming lessons were given fifteen hundred soldiers stationed at Fort Davis. In a few months' time all were taught to swim.

London Playgrounds

By

JOSEPHINE BLACKSTOCK

Director of Recreation, Oak Park, Illinois

The street in Whitechapel might have stepped out of a chapter of *Oliver Twist*, slanting, gabled roofs, weather-stained stone walls, admitting glimpses of dubious grey courtyards, window boxes bravely displaying a slip or two of neurotic geraniums, an ancient hag with a shawl over her head, smoking an evil looking pipe. And then a small boy came along the street singing crisply, "*Yes, We Have No Bananas*," and the illusion ended abruptly.

The song was reminiscent of recreation, and recreation was the subject I was especially interested in, so I followed the small Londoner down the street; he was apparently headed in the direction in which I had been told that Shadwell Park playground lay. He shot down a cobblestone alley or two, and presently he was standing on tiptoe to unlatch a high iron gate. Inside was a strange enclosure; an old Gothic church, dating back to the seventeenth century, a graveyard, a garden exquisite with roses, pinks and four o'clocks, a sedate little square set aside with seats for old men, and close by an empty rectangular gravelled space with the sign, "Children's Recreation Ground."

The small boy evidently felt much the way I did about that recreation ground, for after a few speculative glances about him, he went whistling on his way. We were in that section of London that "More Limehouse Nights" of Thomas Burke has immortalized—a district of picturesque squalor that skirts the Thames river. Close by was Toynbee Hall (London's Hull House) and the East End Children's Hospital, a refuge for the small broken lives of the neighborhood.

I caught up with the person I had been shadowing and asked him where Shadwell Park was. He answered with the quick courtesy that everyone meets in England, and presently he and I were entering the playground, the newest and the most thoroughly equipped in the city. On one side was a high embankment filled with grass, shrubs and flowers; on the other the docks and quays of the river. The playground occupied an area of about a quarter of a block in the center. Its apparatus consisted of trapeze bars,

teeters, swing, enclosed in wooden frames, a cement sand box, a wading pool, and a small shelter house. The ground was finished with a fine gravel screening. There was no play director. The children were using the apparatus in a desultory sort of way; there were no games in progress. The playground is in the heart of one of the most congested districts in London, but there were no more than twenty or thirty children playing there.

It was my good fortune to meet an inspector of schools for the Crown, a former professor of science at Cambridge, on board the boat, and he was able to give me some first-hand information about recreation conditions in England. He referred with regret to the fact that there are no directors in the municipal parks and playgrounds, and no programs of games. The masters take their boys from the school rooms to these playgrounds for athletics and games, and these play hours are excellently supervised, for every schoolmaster in England must know the highly organized games, such as cricket and rugby; but after school hours there is no supervision whatever.

"In spite of the fact that there is no play direction outside of school hours, the English boy and girl are athletic little specimens. One of the most interesting points of divergence from our theories is the football age. All over England one saw uniformed teams of boys, many of them not more than seven years of age, engaged in the game on the village commons. Football becomes a part of the school curriculum some six years earlier than it does in this country. Every little hamlet and village one passed on the train appeared to have its tennis courts, while cricket matches were going on everywhere.

From earliest childhood, the English boy lives and moves and has his being in outdoor sports; he is brought up with a background of wholesome athletic traditions. Unlike some of our own baseball teams, the small member of an English ball team plays, not primarily to win, but for the game's sake.

During my stay in Liverpool the British Association, a body of scholars perhaps the most august in England, was holding session in the city. One speaker discussing crime in the East End of London, made this statement:

"We are more and more strengthened in our conclusion that the only way to reach the young criminal in the London streets is through his recreational life."

Recreation in China

The National Committee of the Young Women's Christian Associations of China has appointed a national director of physical education and recreation who will give her time to travelling through the country in the interest of the play movement. Miss Vera Barger, who will serve as this director, has for three years been Director of the Normal School of Hygiene and Physical Education of the Y. W. C. A. at Shanghai and has trained a number of native Chinese girls in the recreation activities of which she is so strong an advocate.

Miss Barger writes, "I wish I could show you the beginning of our first little playground. There is quite a long story in connection with it. Our school is located in a district of industrial workers who are very poor indeed. There are two schools in the neighborhood for little boys but none for little girls. We finally had a little money sent to us from America to begin the playground work, but it was so little that it seemed almost hopeless. However, through our graduates and our personal friends and the students at the school, we have got enough money together to erect a one-room building to be used as a day school, and around this we are having a playground. It will not have much equipment on it, only a very few swings and a slide and a teeter and a sand box, but all along one side are to be flower beds and each little girl is to have *her own* and to be taught how to plant and care for and *love the flowers*. One of the things that is hardest for those of us who care for these Chinese people, is that they are not allowed in the municipal parks, which are so lovely here in Shanghai. Part of the reason, however, is that they do not know how to use such facilities so I felt that one of the biggest things that we could do was to teach them the proper use of the park. Of course, it will be done in a small way, but at least we are planting the seed of teaching these children how to respect flowers and trees and grass.

"In connection with this little school and the playground we are having a health center. I expect the majority of these children who will come to the playground and the school have trachoma and scalp diseases and various other things which will have to be cleared up. We have a tiny little bathroom built at one edge of this school and in it we are fixing a shower made

Sand Craft*

By

J. LEONARD MASON

Department of Physical Education
University of Pennsylvania

"What do I see spread out before me?

A pile of sand? More than that. It is
the magic country of the knights and ladies
of old! And I build again the castle on the
hill top, dig the moat and lift the drawbridge.
From behind this clump of trees in my make-
believe forest a bold prince with his band will
rush out to rescue the fair maiden in the Castle Tower."

—From *Sand Craft*

In her review of the book *Sand Craft* for *Mind and Body* Miss Elizabeth O'Neill, Supervisor of Public School playgrounds, Philadelphia says, "Like Antaeus of old the children renew their strength at the touch of mother earth, and yet we arbitrarily hold them back from this store house of power. The instinct which leads every child to dig or grub in the earth is almost general, as the Baroness von Marenholtz says, 'with the need of bodily movement'."

According to Kate Douglas Wiggin, "If the authorities should order a sand heap put in every backyard of our cities, there would be less vagabondage and less ruffianism."

It is evident that the value of sand play both as an educational and recreational factor has long been appreciated by those interested in child development. During my work of supervising playgrounds I was impressed with the need of working out a system of sand play which would be both interesting and instructive to pupils and teachers. It has been my good fortune to be long associated with Dr. R. Tait McKenzie, educator and sculptor, and from him I have gained many practical ideas for sand modeling. Having children of my own, I could experiment with sand craft at home to my heart's content. It was thus I discovered that sand boxes at home, either on the piazza, play room or basement should have sand gutters

*The book, SAND CRAFT, is published by the J. L. Hammett Company, Kendall Square, Cambridge, Mass. who are also producers of all sand craft material.

from a standard oil tin where these little ones will be given a bath. We are also going to have a galvanized tub where they can be bathed. The building is almost completed now and I hope by the first of January that we will all be in full swing. The whole problem in China is so different from that at home. It is almost like taking little wild animals and teaching them to play. One young Chinese man to whom I was talking said, 'Well, you will have to tame them before you can teach them any games.' I put it that they would have to learn some discipline, and it is marvellous what comes out of a regular school in the way of discipline.

"I am planning to spend January in Foochow interesting the schools and the church people through the Association in play and recreation. Then part of December will be spent in Hangchow where we have several graduates. March will be spent in Canton. I get more excited than ever over the whole idea now that I am actually getting out into China."

Recreation by its very nature requires closer cooperation among the members of a community than does work. We can work alone better than we can play alone. And so recreation becomes a powerful instrumentality for a closer and therefore a better community life. In these days, improved means of transportation tend to break down the community life of our forebears. This is greatly to the disadvantage of society as a whole. Students of government are coming more and more to recognize the fact that a sound, independent community, capable of taking care of itself without aid from either the State or the Federal Government, is the true basis of an enduring national life in a country of the vast extent of ours. Recreation in which all members of the community join is a most potent means for knitting together the community in an organic whole. We are coming to recognize also more and more that a larger cooperation in our work is best for all. The cooperation which recreation tends to force may well help to bring about a larger cooperation in that part of our life which is devoted to work. I am therefore heartily in sympathy with the purposes and aims of the Playground and Recreation Association of America.*

FRANK O. LOWDEN
Governor of Illinois

*Greeting sent to the Tenth Recreation Congress, in Springfield, Illinois.

around them to prevent the overflow sand from "getting around." Mothers are not pleased to have sand scattered over the floors—the sand gutter and some careful instruction to youthful sand artists overcome the difficulty.

What is Sand Craft?

Sand Craft is systematized sand play. It provides first, the proper kind of sand to use; second, a standard set of modeling tools; third, a text book giving instruction in the technique of sand modeling and also a classification of subjects with a graduation and progression of the subjects for schools, homes and recreation centers.

The Sand

Regarding the sand to use—a fine grain white sand, free from particles of shells, stones and bits of wood, gives the best result. But I would use any kind of sand available rather than none at all. It will be found that some sand holds together when packed much better than others. The kind selected for Sand Craft is ideal, being an especially fine grade moulder's sand.

The Tools

The tools consist of the following:

Packers—two hand boards with which to make the first forms, one being used in each hand.

Cutters—wooden knives to use for making definite shapes such as windows, doors, arches and walls.

Sand plan—for making paths and streets.

Step form—for making round steps and square corners.

Round and square stamp—for pounding sand smooth.

Sand spade—for general use.

Sand point—for artistic design.

What Shall We Make?

In making a sand subject any number of additional helps may be used so far as desirable such as miniature people, boats, trees, statues and shrubbery. Mirrors make good imitation water for lakes and ponds. These things should be in keeping with the subject and in proportion to it. A splendid thing to have in connection with sand modeling is storytelling. With mountains, valleys, lakes and islands whose caverns are inhabited by imaginary people and animals, there is a wonderful opportunity to vivify many interesting stories of history and adventure.

"Yes, sir, here's where they landed on the shore of this lake and the Indians were hiding right behind that rock ready to shoot. But old Bill, up on the side of the hill, he saw 'em first and just dropped those Indians nice as yer please 'fore they got time to use their weapons."

The Imagination Finds Play

Sand modeling gives unlimited opportunity for the play of the imagination. When one begins to form the damp sand into homes, castles, roads, walls, arches and bridges, there is no end to what may follow. It arouses an interest in the things about us. My own children seeing an especially interesting arch and bridge while out driving in the park have remarked, "We will make that in the sand box when we get home" Perhaps the reverse will take place and after making some fine structure in sand, the boy will say, "I shall construct that in reality." The instinct to create and build up is thus developed in place of the habit or desire to destroy and break down.

Progressive Play

There is so much to be done in the sand box that in order to gain a comprehensive idea of these things one must classify them. Following a logical progression we have first the geographical formation of the earth, then the development of the land by man including the consideration of surfaces and grades. The trail or path is followed by the road, then the street and avenues as communities become built up. A great deal of building and architectural knowledge may be inculcated if the parent or teacher will call attention to the relative facts concerning the various subjects. Even a sand pile representing a mountain and a valley holds a store of information. From a rude dwelling on a cliff it is possible to illustrate a progression up to a fine public building with its outstanding dome and broad steps. A railroad elevation may be shown and explanation given as to how it is made.

Sand Modeling at the Sea Shore

It would not be difficult to start a real fad for sand modeling at the popular sea shore resorts. Many children and older people may be seen aiming at it every summer. Whenever I have been on these beaches with a set of modeling tools and started to make houses, castles and temples, a crowd of interested spectators have always gathered around to see how the various

effects are obtained. Some day I anticipate more sand building will be seen on summer beaches, particularly where the sand is of fine grain as on the Jersey coast.

At a Boys' Camp

At my boys' camp sand modeling played an important part in the less active hours. Some of the special modeling sand was used but a lot of fun was derived from a fairly fine grain river sand found near-by. The sand boxes were placed on a long work bench cut low with a seat around it. Of course, the spilling over of some of the sand did not matter much as the bench was on the ground under the trees, but it would be best to have a three or four inch board nailed to the edge of the table to save the spilled over sand from being wasted, especially if the table is on a piazza.

The Fascination of Sand Play

Sand modeling is exceedingly fascinating. When a pile of moist sand has been well packed, the sharp edge cutters slice it away in clean smooth layers; the little tamps pack it hard again in some other shape, and not the least interesting is the making of the round steps which appear before you as if by magic. Although children of five years and upwards will create many things by themselves in sand, they should be given ideas by older persons. A group of children will be interested in watching a teacher do things for a while, then they will imitate the leader and perhaps add ideas of their own. As in many games children must be shown first; then, given the idea, they will work out the play for themselves.

The Educational Value

Several Philadelphia schools have taken up sand craft in a systematic way with very good results. One teacher in an upper grade keeps a small sand box on a table in front of the class and illustrates scenes from the Geography or History lesson by means of a sand picture.

I receive a good many calls from parents who want the better grade of modeling sand as well as the tools. These people represent the intelligent class of parents who appreciate the sand box as being of educational value as well as an amusement for their children. It would be a fine thing if more parents would encourage their children to occupy their play time with worth while play rather than with much of the pur-

poseless type of amusement which is so prevalent. It is, therefore, my purpose to place before parents and teachers a really constructive form of sand play under the name of *sand craft*.

In any well ordered life, due regard must be given to both work and play. It is true that "All work and no play makes Jack a dull boy." But it is equally true, I think, that all play and no work makes him equally dull. How to balance the two, therefore, becomes a question of prime importance.

SUGGESTIONS FOR RATING STUDENTS IN RECREATION IN THEIR PRACTICE WORK

The Playground Athletic League Training School of Baltimore has devised the following form for rating the students of the training school in their practice work on the field:

Name of Student _____ Rating _____
Name of Center _____ Date from _____ to _____
Remarks concerning _____

PERSONALITY

("That gift which attracts others and makes Leadership possible.")

Appearance— hat _____ courtesy _____
waist _____ tastefulness _____
skirt _____ common sense _____
shoes _____ sense of humor _____
Physical fitness _____ patience _____

INITIATIVE

Resourcefulness

Handling children _____
Organizing games _____
Meeting situations _____

PLAY SPIRIT

Does she enter into a game, story or dance with a spirit of joyfulness, wholeheartedness, and optimism that is contagious?

Is she sympathetic with children? _____

DISCIPLINE

Do her orders carry weight? _____
Are orders given tactfully or in the manner of a policeman? _____

TECHNIC

How would you rate her skill in the following activities?

Constructive Play _____ Dramatization _____
Hand Activities _____ Health _____
Kindergarten Games _____ Music _____
Folk Dances _____ Games _____
Story Telling _____

BUSINESS

Does she report on time? _____
Does she follow schedule given? _____
Are personal reports sent in on time? _____

(Signed) _____ Play Leader
Date _____ Field Leader
Playground Activities

Bedside Games

By

EDNA B. MONTGOMERIE

The introduction into hospitals for wounded and ill service men, of games and other forms of recreation has proved beneficial in a number of ways both to the mental and physical conditions of the patients. The games used must of course, be simple ones such as match sticks, pencil and paper games, simple card games, checkers and lotto, which will not prove too exhaustive and which can be adapted to the needs of patients who may have but one hand. More advanced games may be used for those who are stronger.

A few of the games which have proved most popular among convalescent soldiers at the Base Hospital at Battle Creek are as follows:

Bunco: Material for this game consists of three dice, pencil and paper. There may be two or more players. The players throw for the highest number, which becomes trump. Then they throw alternately. Every trump thrown counts one point and gives the thrower another chance. The game consists of twenty one points. Should three of trump be cast at any one throw the full twenty-one points are won.

Cootie: This is another popular dice game requiring the same equipment as in Bunco. The throwing of the dice is alternate if two people are playing; if there are four or more the players are divided into teams and each throws in succession. In the latter case the players throw for points. In making the team cootie, if number one is thrown the body is drawn on a piece of paper. When two is thrown the head is added. Number three represents the eye, four the feeler, five the tail, six the leg. A cootie has one head, one body, two eyes, two feelers, one tail and six legs.

Dice Baseball: This may be played by two individuals or by teams as in the preceding games. Two dice are required. The throwing of five constitutes one base; seven, a two base hit; nine a three base hit; eleven a home run. Everything else is an out. Each player throws until he has three outs. If playing in teams, each individual has one throw and the players rotate until three are out. Ten innings make up the game.

Store Contests: Material for this game consists of a box of anagram letters, and there may be two or more players. A handful of cards are put

face down on the board. Each player chooses his own store of drugs, drygoods, groceries and similar supplies according to the number of players. One player draws a letter and turns it face up. Whoever can first say the name of an article in his store beginning with that letter wins the letter and the next chance to draw. The player having the greatest number of letters at the end of the game wins.

Further suggestions for games include checkers, parchesi, jack straws, fish pond, bag box beans; pencil and paper games such as naughts and crosses, finishing squares, tip tap top, hang a man; puzzles; anagrams; tricks; card games such as flinch, donkey, muggins, I doubt it; double solitaire, rock tuxedo, and target games such as tiddle de winks, table basket ball, ring toss and others.

In Rural Schools

The report of activities conducted by the Butte County, California, Elementary Schools Department of Physical Education shows a splendid record of achievement. The Department is not limiting its activities to physical education alone; it is touching the lives of men, women and children in a way which is making for richer living and increased happiness in rural districts.

I. SCHOOL MASS EVENTS

Seven group events were carried last year, the schools being divided into five groups according to their size—seven and eight, five, four, three, two and one-room schools.

The events in the group activities were as follows: triple broad jump, basket ball throw for distance, jump and reach, over-head throw, hop step and jump, push up and front throw. Daily practice tests were carried on and weekly records for each group sent the Physical Education Department office. Full instructions were given each teacher so that every event could be carefully tabulated and records compared with other schools. This inter-school mass competition was enthusiastically received. The development of a pride in their school, of school loyalty and cooperation, a desire to win the pennant by heading the list for the best average and improved physical condition for the individual were some of the results of these mass events.

II. TEAM COMPETITION

Six volley ball leagues were organized with scheduled games between the various schools. Intramural games in bat ball were organized, school leagues being the outgrowth in a number of cases.

III. DECATHLON EVENTS

During the spring term special attention was given to decathlon events which covered a series of ten weeks and were entered into with great interest. A total of 686 pupils were registered in the events making a total record of 443,014 points. The girls made better records than the boys striking an average of 82.3/10% while the boys measured up to 73%.

IV. BUTTE COUNTY SCHOOL EXHIBIT

During Orange and Olive Exposition Week 750 articles made by school children were put on exhibition. In this way thousands of citizens became familiar with the work of the schools.

V. POSTURE TESTS

Special attention was given through the schools to proper posture. Tests were made at intervals as a preliminary program for an intensive piece of work along this line next year. The children were given talks and demonstrations in posture to create their interest. Posture tests were a feature of the Play Day program as a demonstration to the parents present of the value of the work.

VI. PLAY DAY

Thirteen Play Days throughout the County proved veritable joy days, large crowds of people being present at all of them. Three schools combined for the largest Play Day, brought to a close with a delightful pageant in which a large number of dance groups participated.

VII. RECREATION EVENINGS AND DAYS

Children are not the only concern of the Butte County Physical Education Department; recreation for adults is an important feature of the work. Community singing, Phun Nites, picnics, games, stunts, fashion shows, one-act plays, community Christmas festivals, pageants and entertainments of various kinds brought happiness to thousands of adults throughout the County.

Community Ownership Helps Better Films

Community ownership, as a practical solution for the problem of helping to better the movies, was a suggestion made at an open forum on the subject conducted by the Monday Club, an organization of New York's social workers. This suggestion was born of practical experience as related by Irwin Wheeler, a Columbia University graduate and lawyer, who directs high-class picture houses in Rye, N. Y., and New Canaan, Conn. Mr. Wheeler told the story as follows:

"Some of the good citizens of Rye came to the conclusion that the town needed a picture house of the highest type. Stock in the enterprise was thereupon sold to various citizens and within a year a fire-proof up-to-date theatre was built and opened. As a result of this ownership of stock in the enterprise the citizens feel a personal responsibility for the welfare of the theatre as well as for the patronage of really good pictures. The consequence is that when the theatre has booked a picture that it is ready to stand behind, word to that effect is sent to the citizens, who have such confidence in the judgment of the management that they give up their bridge playing for the evening and bring their entire dinner parties to the theatre, evening clothes and all."

The same experiment was tried successfully in New Canaan, which is Mr. Wheeler's home, and stock was once more sold to the citizens. The town includes an artists' colony and their interest in the theatre has been heightened by the exhibiting of paintings by these local artists in the halls and foyer of the theatre.

Here was a suggestion that was considered worthy of being passed along to communities that have advanced economically to such an extent that the citizens could afford to erect a play house of the better class. The point was made, however, that care should be taken that such a theatre was really needed and that it did not infringe upon the natural patronage already given to commercial managers.

At the same meeting, Will H. Hays, after paying a tribute to the social worker, added, "The motion picture has caused some of the wreckage that you are cleaning up." He appraised the importance of the recreation movement when he declared, "Just as you serve the leisure hours of the masses so do you rivet the girders of society."

Athletics for Girls

The Girls' Branch of the Public Schools Athletic League of New York City with headquarters at 157 East 67th Street, has just published its new official handbook. Organized twenty-one years ago the Girls' Branch, which is reaching many thousands of girls, still stands for certain fundamental policies, among them the following:

Sport for sport's sake—no gate money

Athletics for all the girls

Athletics within the school and no inter-school competition

Athletic events in which teams (not individual girls) compete

Athletics chosen and practiced with regard to their suitability for girls and not merely in imitation of boys' athletics

At a time when the question, "What athletics ought our girls to have?" is being discussed throughout the country, the activities sanctioned by the Girls' Branch will be of interest.

FOR ELEMENTARY SCHOOLS

- I. Folk Dancing
- II. Walking
- III. Swimming
- IV. Skating
 1. Ice Skating
 2. Roller Skating (out of doors)
- V. Rope Skipping
- VI. Bicycling
- VII. Coasting
- VIII. Hand Tennis
- IX. Track and Field Athletics
 1. Shuttle Relay
 2. Potato Relay
 3. All Up Relay
 4. Hurdle Relay
 5. Pass Ball Relay
 6. Basketball Throw
 7. 50-yard Run
 8. Circular Track Relays
 - 3A to 4B not longer than 30 yards
 - 5A to 6B not longer than 40 yards
 - 7A to 8B not longer than 50 yards

X. Team Games

1. End Ball
2. Captain Ball
3. Basketball
4. Punch Ball
5. Indoor Baseball
6. Newcomb
7. Nine Court Basketball
8. Captain Basketball
9. Long Ball
10. Volley Ball

FOR HIGH SCHOOLS

- I. Folk Dancing
- II. Walking
- III. Swimming
- IV. Horseback Riding
- V. Skating
 1. Ice Skating
 2. Roller Skating (out of doors)
- VI. Bicycling
- VII. Golf and Lawn Tennis
- VIII. Hand Tennis
- IX. Heavy Gymnastics
- X. Track and Field Athletics
 1. Simple Relay (circular track)
 2. Shuttle Relay
 3. Potato Relay
 4. Hurdle Relay
 5. Baseball Throw
 6. Basketball Throw
 7. 50-yard Run
- XI. Team Games
 1. Indoor Baseball
 2. Field Hockey
 3. Basketball
 4. Volley Ball
 5. Captain Ball
 6. Newcomb
 7. End Ball
 8. Punch Ball
 9. Pin Ball
 10. Nine Court Basketball
 11. Captain Basketball
 12. Long Ball



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Creating Physical Expression - - -

Bentley Rhythms played by Erno Rapee

Creative Listening Through the Individual -

Bentley Rhythms played by Erno Rapee

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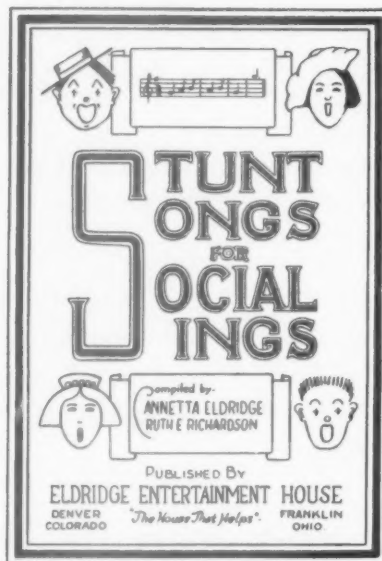
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At the Conventions

Nearly 100 delegates attended the Tenth Annual Convention of the City Managers' Association, held in Washington, D. C., November 13-15. Reports given at the Convention showed that 330 cities now have the City Manager plan of government—the latest and largest being Cleveland. City Managing is now recognized as a distinct profession and more and more universities are providing training.

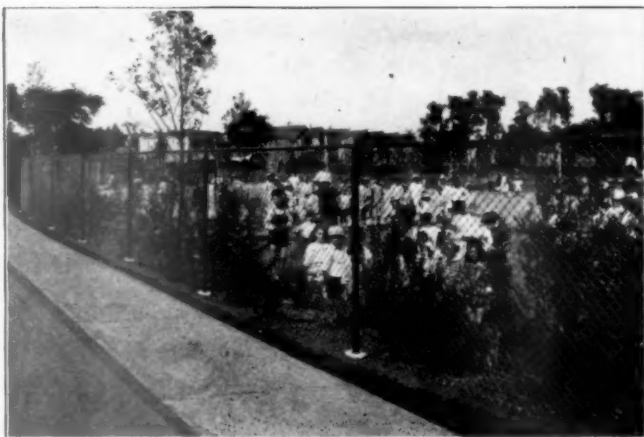
Much was said at the Convention regarding the need of recreation in modern life. One city manager from Iowa told of his experience in canvassing the opinion of many leaders and groups, including the young people of the High School, as to the needs of the community. As a result of his questioning he concluded that the greatest need was more playgrounds, parks, athletic fields, a swimming pool and similar facilities, and he set about providing these as soon as possible. His problem of delinquency and crime has almost disappeared.

The rural home was the general theme of the Sixth National Conference of the American Country Life Association in St. Louis, November 8-11. "Economically sound, mechanically convenient, physically healthful, morally wholesome, artistically satisfying, spiritually inspiring and founded upon mutual affection and respect," was the ideal held up.

"Quantity of life, not quantity of goods," said President Butterfield, "is the final test of our civilization. The home is the energizing center for gaining this quantity of life. Because so large a part of the upbringing of children is now being turned over to the school, the home and the school must somehow be more closely brought together in purpose and understanding. There must be a more intelligent idea on the part of adults as to the responsibility of the home to the community and of the community to the home."

A thought-provoking paper was read by Dr. C. J. Galpin, Director of Rural Life Study of the Department of Agriculture, on the question, "Can the farm family afford modern institutions and facilities as well as the city family?" Dr. Galpin pointed out that in many rural areas it is not possible to finance through tax funds certain of the important institutions of modern city life, such as the High School, the library, the hospital and the playground. For the

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A new and exclusive Cyclone Process now offers fence buyers a rust-proof fence which will last many times as long as any other chain link fence made. It permits the deposit of a rust-resisting zinc coating approximately *five times as thick* as any such coating ever successfully applied. In this new process the zinc coating is applied *after* the fence fabric has been woven—the reverse of the old method. All parts of the fabric, even the cut ends, are covered. The fabric needs no annual painting for rust-protection. To fence buyers it means maximum service at minimum maintenance cost.

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Our Knockdown Bleachers are everywhere in schools, colleges, industrial plants, baseball parks, playgrounds, clubs—wherever people congregate indoors or outdoors.

They go up quickly without a bolt to tighten or a nail to drive. Yet they stand firm and rigid under the surging and jumping of an excited crowd. Solidity is their outstanding quality.

Knockdown Bleachers are comfortable—ample room for each spectator and a separate foot rest below the level of the seat ahead. The seat boards, made of high grade Washington Fir, are smooth and painted. The jacks or horses are made of strong, long leaf yellow pine, securely bolted.

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country the per capita average income of the farm man is \$417, of the city man \$716. In 1921 the cities of the United States spent approximately 49% of their total budgets on schools, libraries, health agencies and recreation—the proportions being: for schools, 42.45%; for libraries, 1.35%; for health, 2.1% and for recreation 2.85%. The farmer actually helps to pay the cost of these four types of institutions in the cities through the high price he pays to city dealers and he does not get back similar help through the prices he receives from the city.

"The Church," says Dr. A. W. Taylor, Secretary of the Board of Temperance and Social Welfare of the Disciples' Church, "must devise new methods of approach and appeal if it is to hold the young people." He made a strong plea for the community-church with institutional features highly developed and including all forms of recreation.

Through the sessions of the Conference was voiced the feeling that there must be a richer and more expressive life for the rural population and that all the good things enjoyed by the city dweller along health, social, educational and recreation lines must somehow be brought to that population.

A Vacation for the Farmer

In speaking before the American Country Life Association on the subject of the long working day of many farmers, Mr. James M. Howard, former President of the American Farm Bureau and himself a farmer, said "I am not an advocate of any particular time measure for a day's labor in any vocation—that number of hours is best which produces the largest results for the present day without impairing the mental acumen or physical vigor required for the work of the succeeding day. I hereby testify that on my own farm, so long as I let the day drag into the night, on the succeeding day I was not efficient either in the management of my farm or in the performance of my own labor upon it. When the afternoon work was finally stopped at such hour as enabled a proper recuperation, the work on the farm ceased to drag and soon I was pushing the work, rather than permitting the work to push me. I know of nothing that would be so helpful to the country life in America as that of bringing the hours of labor in the farm day to a standard which will

promote both mental and physical efficiency. I know no more helpful thing that the American Country Life Association can do than to popularize the slogan 'Junk the Lantern.'

"Country Life is too often supposed to be and too often is tedious, colorless, made up of a routine, humdrum existence, which confines the farmer and his family year in and year out to their immediate environment. Such a thing as a farmer taking a vacation might sound an impossible absurdity to many people. Many other people would consider it as only a jaunt, the sole purpose of which would be to gratify the wanderlust which is in all of us. For my own part, I want to say that I consider an annual vacation for the farmer as a business proposition. Again I am reverting to the fact that successful agriculture is as much a matter of mental activity as it is of physical and that the brain work of farming is too little appreciated.

"The most productive investment of the year on my own farm is that spent in an annual outing—not only for my own family but for those who are employees or tenants. It is returned many times over because of the better application to the job in hand on the return home, and because the new contacts made and the ideas gained are made use of in the better management of the farmstead. If it could be impressed on the farmers of America, and indeed many of them are already grasping the idea, that an annual vacation is a business proposition, an investment returning dividends, and actually within the possibility of any family who plans for it, a great forward step would be taken in the advancement of country life."

The Farm Home at Its Best

At the American Country Life Association held in St. Louis, November 8-11, Dr. Ruby Smith, Associate Home Demonstration leader, New York Agricultural College, painted a picture of the ideal farm home. Recreation is described as one of the most important features in the picture, as the following extracts from Dr. Smith's paper will show:

The Home

"There are inviting porches. There are swings, sand piles, slides, teeter boards and other play-



This Little Chap Will Thank You

for "OVERSIZE" Playground Apparatus. You know what we mean by Oversize—Everything made better than demanded—stronger than usually thought necessary—assuring a satisfaction greater than expected. Oversize means Safety—permanent safety. The little folks have put their trust in us, and we shall continue to justify that confidence. Good enough will not do—it must be Best. Let us work with you on your plans.

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Where Large Numbers of Children Gather

in open places Solvay Calcium Chloride should be applied to the surface in order to prevent discomfort caused by dust

SOLVAY-CALCIUM CHLORIDE
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It will not stain the children's clothes or playthings. Its germicidal property is a feature which has the strong endorsement of physicians and playground directors.

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"Department Q"

ground joys for the children—one's own or the neighbors'.

"The living room—whether parlor, sitting room or library—is an important place because family and friends gather there. There are books and magazines, newspapers, telephone and perhaps radio, to connect the farm with the rest of the world. There are pictures; there is provision for music; there are comfortable chairs, soft lights and games and toys; there is an open fire, whenever weather will allow, not for the warmth alone but for the visiting dreams and deep thoughts that go with it. Hospitality and companionship are the atmosphere of this room.

The Playroom

"The most interesting part of the house belongs to the children and is their playroom. If the house is too small or the family too large to give the children a room of their own, they should have places to call their own where they can collect their treasures and get away from the world of 'don'ts and 'do-be-carefuls.' It is not needful for the house to be large but the spirit in it must be large. Proper place for the children

may be arranged in the attic, in a corner of the living room, in their bedrooms or in a shed or barn. It should be sunshiny and equipped with childhood delights—books, games, pictures, toys.

"It costs so little in time of money to give children ways to play, far less than it takes to scold them for the mischief they do for lack of playthings. I can testify that no investment can pay such large interest as comes from buying a new sandpile and enough rope each year to make three swings—a large one, a middle-sized one and a little one.

"We tried to make our house the most interesting house for the children of the neighborhood. We succeeded and the Pied Piper, had he passed our house when our children were little, would have found it hard to lure them and their friends away from the sandpile, garden, swings, teeters and aquarium in a washtub, snow forts, slides, a play store, a doll house, a room with a miniature stage for dramatics, an attic to explore and two stairways down which by adding stout pillows it was possible to slide and rival a midway roller coaster"

Dr. Smith pointed out the importance of a close relationship between the farm home and

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the community and of cooperation between the farm family and its neighbors and community institutions. "Every farm community needs to interest itself in certain fundamental community enterprises, namely the school, the church, the home paper, the markets and recreation, and in American communities a multitude of interesting community enterprises are in successful operation. Thus there are (1) better schools because of new playgrounds, school gardens (with their unconscious influence of children's love of beauty and orderliness), hot lunches (raising grades in arithmetic as well as health), flagpoles, pictures, drinking fountains and such changes as will equalize the school opportunities for children of farm and city. In New York we are still engaged in this crusade. (2) Rest rooms for farm people in cities where they play, shop, go to school or church (3) The development of village parks, the care of cemeteries and community playgrounds (4) Recreation through choruses, orchestras, bands, picnics, parties, movies and rural dramatics in plays and pagentry (5) Libraries that will reach more farm people with the companionship of books (6) Better fairs (County theatre and exhibits) (7) Loan chests for the sick (8) Cooperation with the country merchant (9) Cooperation with the home paper (10) Cooperative water and electric service (11) Community "swimmin' hole" (12) Opening the closed rural church (13) Community sewing rooms, finding "how nice the neighbors are" and saving of overhead charges (14) Community kitchens and patriotism ("learning to cook in English") (15) Book and magazine clubs (16) Community celebrations of Christmas, Hallowe'en and other red letter days (17) Community hospitality expressed in drinking fountains and benches.

How Can I Become a Good Citizen of Connecticut?

(Continued from page 550)

an American, a citizen in her land and in the state of Connecticut. The little Russian village where the curfew chimed its goodbye to the six little boys and girls (who are now six big girls and boys and citizens of Connecticut) is no more. The chimes of that bell are silent, stifled by the stamp of War, but in America, a greater bell is ringing, not goodbye, but "Freedom and justice for all, Independence, which, please God, shall never die."



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These two books contain a varied collection of music,—modern, original and classic,—for the dancing, walking, hopping, skipping rhythmical activities in schools and playgrounds.

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The Problem Column

We have asked superintendents of recreation throughout the country to write us of some of their problems so that we might secure articles on these subjects for publication in *THE PLAYGROUND*. In other words, we wanted to find out what recreation workers would like to have discussed in *THE PLAYGROUND*.

And the problems have certainly come in! Few of them are easy; many are fundamental problems of relationships, finances and leadership which must be solved if the movement is to progress as we are hoping to see it go. Many of them are common to all workers and to all communities.

Can we get our heads together and solve some of them? We are going to try anyway—and by “we” we mean you—and all of us.

One or two problems with letters or articles which we have been able to secure which will throw light on them will be published each month. If you have comments on the questions or answers and additional information to offer, send them along for the next issue. Sometimes we shall publish just the problem and this will

be an “S. O. S.” call for help. We want all of you who have had any experience in meeting the problem presented and who can throw any light on it, to write and tell us the facts so that we can pass them on.

Needless to say, The Problem Column will not be successful unless you help make it so. We are depending on all of you.

The first question we will publish comes from Lincoln E. Rowley, Secretary of the Board of Recreation Commissioners in East Orange. It has to do with tennis. Here are the questions:

What is the best construction for tennis courts?

What of care and maintenance?

In the use of courts, what restrictions should be made and how should the courts be assigned?

What number are needed per thousand population?

V. K. Brown, Superintendent of Playgrounds and Sports Division, South Park Commission, Chicago, Illinois, has written the following in answer to Mr. Rowley's inquiry;

“It is useless to say anything about costs, as local conditions make cost an entirely relative matter; and they are worse than useless because they are positively misleading.

“The values of tennis are obvious. Its wastefulness of space is equally obvious. Volley ball with less space, for example, serves far greater number, and can be made as valuable a game from the physiological standpoint. Where large space exists, however, tennis, because of its popularity, can well be provided for.

“Washington Park has a complement of over one hundred courts, and in favorable weather they are all in use. Players change on the even hour, and the public indicates priority of claim to the next hour by inserting a racquet in the mesh of the net. We have little necessity for supervision, and the court use regulates itself with approximate justice. Occasionally some individuals, attempting to hog the facilities, are reported to the police, but in general a vary fair attitude characterizes the use of the facilities.

“Number of courts needed for the population is an impossible proposition to analyze. It would be purely a matter of opinion, should I even venture a suggestion, and also, the actuality of the need would be a personal opinion and not by any means a scientific fact. Where other facilities are available, I doubt whether there is a really demonstrable scientific need of tennis. Other things can be substituted. The number

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desired depends entirely upon the popularity of the game, accessibility of the courts to residence districts, shade, shower accommodations and various other factors leading into too elaborate a complex to be worth while discussing.

"There is one thing that might be mentioned, however. That is this: We have devoted areas in our larger parks to tennis, periodically changing the location of courts on our grass lawns without prejudice to the beauty of our park development and without damage of a serious nature, at least to the landscape art effect. This is worthy of note and should encourage local park boards to consider seriously the question of grass courts, as affording larger utility to their open areas, while conserving all of the beauty for which the park is set aside and cherished by the citizenship."

Please let us hear from others on the subject.

And here is a question which we are broadcasting for discussion. Doubtless the majority of you have had to meet it. What is the answer? We want to have a number of replies to this important question:

"I feel the real problem of recreational superintendents is to amalgamate the activities in recreational lines of the school boards, park boards, and city councils into one division, or if not in one division, to secure the cooperation of the various departments so that the recreation department will be helped and not hindered. How this can be done when such boards are at logger-heads with each other, I do not know. Possibly someone can tell me."

What One Public School Does

(Continued from page 552)

various churches. Regular meetings are held during the winter months and a number of enjoyable entertainments are held. Mock trials are sometimes a part of the program and on one occasion the entire community sat as a legislature.

The Parent-Teachers Association

The Parent-Teachers Association is doing much to help equip the school building with curtains and they have also provided a piano. Once a week members of the Association visit the school and observe the work.

MURDOCK OUTDOOR BUBBLE FONT

Patented



The only outdoor Drinking Fountain that works day after day, year in and year out.

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PROOF**

Either vertical bubble or slight angle stream.

**Will Not Freeze
and Burst.**

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"What an Outdoor Drinking Fountain Should Be."

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"The Original Hydrant House"

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Makers of Anti-Freezing Water Service Devices since 1853

Farm Service

Every Saturday from ten to four the farm shop is at the disposal of the farmers of the community, who are invited to bring in their broken implements or machinery that needs repairing and to use the school tools under the supervision of the Smith-Hughes instructor who comes out from Rochester. The service provided by the school is immensely appreciated by the farmers and has done much to win the support of everyone for the modern methods which have been put into effect in the new consolidated school. Usually several of the farmer's wives come with them to the school building, and these assist the wife of the principal in serving lunch at the noon hour on Saturdays. The men themselves take an hour intermission for an indoor baseball game in the gymnasium.

The Eyota School serves as a sub-agency for the county leader of the Farm Bureau, the County Superintendent of Schools, the Boys' and Girls' Club and the County Board of Health. Farmers who wish the help of any of these people leave instructions with the superintendent of the school who forwards them to the proper person. The dominant interest of the farmers

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of this section is the raising of hogs and corn. Accordingly the school furnishes the latest prices on hogs and corn by radio to the farmers of the district.

The Farm Housewife

Among the laboratories on the second floor of the school building is a splendidly equipped kitchen, frequently used by the community as well as the students. A two-day canning school conducted here last summer was attended by sixty-five girls. The most scientific methods in canning were demonstrated in the school after which the kitchens of the Home Economics Department were thrown open to the neighborhood. The women of the community were invited to come there and use the conveniences, at the same time enjoying the fun of working together instead of laboring at the task alone. In addition there are, for the farm women, demonstration classes in home management conducted by the county leaders in Home Demonstration work.

The Question Box*

ANSWER BY MR. NASH:

In answer to a question which has been put by Ernst Hermann, I find that I am not able to agree with Mr. Hermann either in regard to his premise or his conclusions—all of this in spite of the very high personal regard in which I hold Mr. Hermann.

In my own thinking I make a very wide distinction between the word "play" and "recreation," while Mr. Hermann in his first sentence places "play, sports and athletics as forms of recreation." Play as the serious occupation of the child represents to me not just a series of games but a philosophy. The play philosophy can be applied to outdoor exercise and recreation or again it can be applied to the teaching of history or the working out of a project in civics.

The fundamental problem of play and recreation must be handled separately both from the standpoint of administration and values. Again I cannot agree that "bodily health is the basis of all" play or recreational values which are enumerated by Mr. Hermann as:

*Continuing the discussion of Mr. Hermann's article in *THE PLAYGROUND* for November.

(1) "Vitality," (2) "Stronger mind in a stronger body with stronger nerves," (3) "Keener Senses," (4) "Greater love for mankind," (5) "Finer sense of fair play," (6) "Higher conception of citizenship," (7) "Greater loyalty and patriotism."

It seems to me that bodily health can be readily developed where there is no semblance of "love for mankind" or "sense of fair play" or "high impression of citizenship" or "greater loyalty and patriotism." Your village "bully" may have health but none of these qualities. While I agree that all of these are ideals of the play and recreation program, I cannot agree that the basis of all of these is bodily health. Our play and recreation program undoubtedly has a very close relationship to bodily health yet I can conceive of placing moral qualifications of *team work*, *fair play*, and *cooperation* side by side with the basic value of bodily health.

I am wondering whether "sedentary indoor life" can be held "our children's greatest handicap."

Undoubtedly exercise stands as one of the very important elements of health for the normal child yet two other major items must be taken into consideration, namely:

(1) *Proper Food Eaten at Proper Intervals*

(The prevalent custom of too much money in the hands of children has greatly increased the use of candy between meals and is playing havoc with our children's health.)

(2) *Proper Rest*

(This is no small problem in this day of the automobile, moving picture and bright lights.)

To this list of health requisites must be added for the child who is not normal, expert assistance in the removal of growth handicaps.

On the main conclusion I would greatly question the doing away with the summer vacation because it is during the summer that people both in the east and in the west are able to get away from the city into the mountains for a touch of real out-of-door life. With the snow and cold both in the east and in the mountains of the west nothing approximating a summer vacation would be possible in the winter. We all agree that additional emphasis should be put on winter sports but we have at the present time our after-school period, Saturdays, Sundays, school holidays and three weeks' vacation at Christmas time when this can be stressed. Why not experiment upon an elaborate program of winter sports in these periods?

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